



LESSONS IN CITIZENSHIP

FOR THE JUNIOR HIGH SCHOOL
AND THE UPPER GRADES

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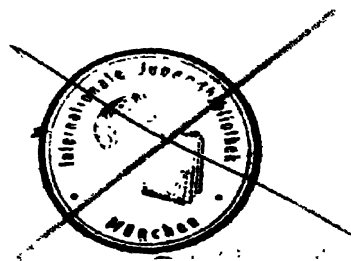
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PREFACE

To see and think and feel with boys and girls — that is the ambition of every teacher and writer of textbooks. It is simple enough to write *to* boys and girls, but to talk *with* them on paper as naturally and easily as they talk among themselves is a difficult task. The authors of this book have added one more earnest attempt to those already made. They have endeavored not merely to present the necessary facts and truths of government and citizenship which pupils of junior-high-school age should know, but to present them as if pupils and authors were talking together with perfect understanding and good faith.

At the beginning of their work the authors made a careful examination of all the available courses of study in the different sections of the United States, so that in scope and emphasis this book might meet the requirements of as many schools as possible.

All the chapters of the book have been used in the classroom, and teachers in different parts of the country have worked over the material.

Special stress has been laid on the subjects that have a bearing on character development, for that, after all, is one of the major problems of the schools. The welfare of the nation will be safe only if it is in the hands of men and women of rugged character. Character alone is the final test of our schools and of our civilization. Every school subject and every school activity should have some bearing on the development of character, but it seems to be especially the province of the citizenship course to emphasize it. If the authors have succeeded in helping teachers to accomplish this task, they will be grateful.

Special thanks are due John P. Carr, practicing attorney, Thomas Nixon Carver, professor of political economy at Harvard University, Lucy F. Sanderson, master's assistant and teacher of the social sciences in the East Watertown Junior High School, Nell Jackson, teacher of the social sciences in the Daytona Beach, Peninsula Station, Junior High School, and Maude Carmichael, head of the department of social science in Arkansas State Teachers College at Conway.

THE AUTHORS

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SUGGESTIONS TO TEACHERS

PREPARING FOR THE YEAR'S WORK

The first step for the teacher in preparing for the year's work in civics is to get acquainted with her textbook and with the community. She will need to know the library and the librarians, the local paper and the editor, the local history, the resources of the community, and the special problems of the people. Above all, she must know the work and home conditions and what the school should do to prepare pupils for the life that lies ahead of them. This problem is never the same in any two communities.

The teacher should try to complete her preliminary study of the community before school opens, so that the knowledge she has gained will make her class talks and special assignments more effective. This knowledge will prevent her from hurting feelings and arousing prejudices.

The second step for the teacher in preparing for the year's work in civics probably should be to see that the school library or her classroom equipment contains the following material :

1. A good atlas.
2. Detailed maps of state, county, community.
3. A map showing the railroads and automobile roads of the state.
4. A road map of the county and community.
5. A geological-survey map of the community. (Send either to the Secretary of State at your state capitol or to the Geological Survey, Department of the Interior, Washington, D.C., for this map, inclosing 11 cents for each map desired.)
6. The census reports that relate to your state. (Write to the Bureau of the Census, Department of Commerce, Washington, D.C. for these.)
7. A daily newspaper that has a state-wide reputation.
8. The principal local paper.

9. The latest Congressional Directory. (Write to the Superintendent of Documents, Washington, D.C., for this.)

10. The latest legislative manual for your state. (Write to the Secretary of State at your state capitol for this.)

11. The latest report or manual of your community if one is published. (A small charge is frequently made for these official manuals, but whatever the price copies should be obtained.)

12. The latest annual report of your county.

13. A copy of your charter (if you live in a city or an incorporated village) or a copy of the act that made your community a town or a village (if you do not live in an incorporated city or village).

14. Any available booklet prepared about your community by the chamber of commerce or any other organization.

15. As many state and Federal government reports as possible.

16. The World Almanac, the Statesman's Yearbook, or some other annual book of ready reference.

17. Catalogues of one or more of the state's colleges and museums.

STARTING THE YEAR'S WORK

At the first meeting of the class, pupils should be asked to write out for the teacher some information on the points given below. (Probably the teacher will think of others to add.) The data thus obtained will be valuable to the teacher in helping her make special assignments and in avoiding awkward situations in recitation work. Her judgment and tact will dictate to her which items should be omitted because of any special local or personal conditions.

1. Name
2. Address (state whether this is near the business section, factories, government buildings, public library, public park, etc.; this information will help the teacher in making assignments for community study)

3. Previous residences (if pupil has lived in other communities give the names. There will be many opportunities for pupils who have lived in other communities to supply information for interesting comparisons)
4. Occupation of parent and other members of the family
5. Number of persons in the household
6. Vocation plans of pupil
7. What work, if any, pupil has already done or is doing after school, on Saturdays, and in vacations
8. What use pupil makes of the public library (whether he has a card in his own name)
9. What organizations, if any, parents belong to
10. What organizations, if any, pupil belongs to
11. Whether relatives or family friends are engaged in government work
12. Special abilities of pupil which might be made use of in the civics work
13. Special equipment of pupil which might be made use of in the civics work

To get as full information as possible about the special abilities of pupils which may be used in the civics work (item 12, p. xi) prepare a questionnaire with such questions as these :

1. Have you any ability in freehand or mechanical drawing? If so, bring to class a specimen drawing.
2. Do you know how to take outdoor photographs? indoor pictures?
3. Can you develop and print photographs?
4. Can you use a typewriter?
5. Can you play any musical instrument?
6. Have you served on committees in any organization to which you belong? If so, tell about it.
7. Have you ever presided at a meeting? If so, tell about it.
8. Can you speak or write more than one language?
9. Have you won any prize in games or studies?
10. Have you traveled? If so, to what places?

A second questionnaire should relate to the equipment that pupils own or have access to (item 13, p. xi) :

1. Do you own a camera? If so, tell what kind of pictures it takes.
2. Do you have equipment for developing and printing photographs?
3. Do you own a typewriter?
4. What books of reference does your home have?
5. For what magazines or newspapers does your family subscribe?
6. Does your father own an automobile?

GETTING THE MOST OUT OF THE COURSE

The teacher should see that the work of each chapter provides some practice in

1. Using the library.
2. Getting information from current newspapers and magazines.
3. Getting information from reliable persons.
4. Coöperative work either in assembling facts required in the exercise or in using these after they have been assembled.

5. Impromptu discussion of some important point ; prepared discussion (perhaps debate) of an important matter.

6. Planning or doing some act of service for school or neighborhood or community as a whole.

7. Recognizing the difference between good manners and bad manners.

The useful citizen in his everyday life must do these things — not occasionally but all the time. Therefore if the school provides training in all these points, it will perform the twofold service of (1) teaching future citizens the essential facts of the mechanics of government and (2) helping them gain the kind of experience that will enable them to make intelligent use of this information.

It is especially important that pupils learn to work in committees ; therefore many exercises call for committee investigations and committee reports. Pupils*should understand that committees are acting for the whole class and that this is representative government in essence.

Since communities and their needs differ greatly, the authors have tried to provide in each chapter a sufficient variety of matter to meet the needs of any class.

LOOKING AHEAD IN THE TEXTBOOK

It is necessary for the teacher to look ahead of the assigned work to anticipate the need for special materials or investigations. For example, one of the Activities on page 235 suggests that pupils who are interested in college secure a copy of the catalogue of the institution which they would like to attend. If the teacher decides to ask her pupils to do this, she will probably want to speak of it some time before this point in the book is reached by the pupil. If she fails to do this, it may be a little more difficult to get the pupils thoroughly interested in the possibility of a college career for themselves.

The authors suggest that the teacher go through the book early in the year and make note of all Activities that will require some preliminary assignment or suggestion.

ADAPTING THE BOOK TO YOUR NEEDS

Never, since the teaching of citizenship* and community civics has become a feature of courses of study, has there been greater variation in the requirements. What one school teaches in the seventh grade another covers in the eighth. What one city requires to be done in one year another spreads over two. Many courses prescribe the mechanics of government first, and citizenship and community welfare second. Other courses reverse the procedure. It is inevitable, therefore, that many teachers will want to change the order of chapters, and that some will want to assign certain chapters for reading only, other chapters for study. Particularly in the matter of assignment of Activities will teachers vary in their procedure. Certain Activities the teacher will see at once are indispensable to an understanding of the text. Others she will find can be dispensed with if she is crowded for time.

HABITS, SKILLS, ATTITUDES

At the end of most of the chapters there is a section calling the pupil's attention to the habits, skills, attitudes, which he needs to be cultivating if he is to profit by what he has learned in the chapters. These are only suggestive of what the teacher may do along this line if she is so disposed. The demand for character-training is becoming increasingly insistent. Can you think of a better way of helping in this direction than by making these sections of the book a reason for discussing with your class how habits are formed, how to watch one's habits, how to crowd out bad habits and cultivate right ones? This text offers the teacher an opportunity to do careful character clinic work with her pupils.

SPECIAL WORK FOR THE PUPIL

At intervals throughout the text you will find one or two pages with the above heading. These special tests can be omitted if this is desirable. They are independent of the rest of the work, but will prove valuable as an indication of the grasp on the subject and the growth of power and self-reliance in the pupil.

LOOSE-LEAF NOTEBOOKS

At the start each pupil should be equipped with a loose-leaf notebook. Much of the information gathered in connection with the Activities of the text should be inserted in this. At intervals notebooks should be inspected for credit, and at the end of the course they should be graded and returned to pupils to keep.

NEWSPAPER CLIPPINGS

Clippings should be made of items dealing with (1) work life, (2) home life, school life, community life, (3) national government, (4) state government, (5) county and community government. These should be placed in envelopes to be used in various combinations as called for in the exercises or as planned by the teacher. It is not sufficient merely to gather clippings; pupils must know their contents. The teacher should test this knowledge from time to time. Otherwise pupils will gather quantities of clippings which they have not read, and the purpose of the Activities will be lost.

CIVICS BULLETIN BOARD

Plan to have a civics bulletin board. This may be placed either in the room in which the class meets or in the public corridor, as the principal thinks best. Community events that are of special interest in connection with the civics work should be posted on the board — notices of lectures, art and

industrial exhibits, the presence of distinguished persons, additions to the library, the closing of a factory, the appearance of typhoid fever in the community.

It has worked well in some schools to put on the bulletin board notices of the most important event of the preceding week connected with the national government, the most important event connected with the state government, and a similar event connected with local government. These notices can take the form of newspaper headlines or typewritten memoranda or illustrations, or even cartoons if the class is fortunate enough to have amateur cartoonists. A committee can be appointed to see that old items are removed and new ones posted. A new committee should be chosen at frequent intervals. The teacher should inspect the board from time to time and at first should approve all material before it is placed on the board.

PUPILS' READING LIST

It is desirable that teachers plan to have pupils do considerable reading in connection with their assigned lessons. But this reading must be of the kind that will interest as well as instruct the pupil. Therefore many books of the type which were written primarily to interest and not instruct have been included here. Pupils will have greater confidence and pleasure in their lessons if they learn early in school life that some of the most valuable reference books are fascinating works of fiction and essays.

The wise teacher will amend this list. Not all the books were written for the pupil, but all will make some appeal to him. For convenience the books have been arranged according to chapters.

CHAPTERS I-III

1. *We*, by Charles A. Lindbergh. G. P. Putnam's Sons.
2. *Skyward*, by Richard E. Byrd. G. P. Putnam's Sons.
3. *You are the Hope of the World*, by Herman Hagedorn. The Macmillan Company.
4. *Preparing for the World's Work*, by Isaac Doughton. Charles Scribner's Sons.
5. *Starting in Life*, by N. C. Fowler, Jr. Little, Brown & Company.
6. *Girls Who Did*, by Helen Ferris and Virginia Moore. E. P. Dutton & Company.
7. *The Worker and his Work*, by Stella B. Center. J. B. Lippincott Company.
8. *Getting a Living*, by J. L. Barnard. Franklin Publishing Co.
9. *Guide to the Study of Occupations*, by Frederick J. Allen. Harvard University Press.
10. *Opportunities of Today for Boys and Girls*, by B. B. Jackson and Others. The Century Co.
11. *Occupations*, by Gowin, Wheatley, and Brewer. Ginn and Company.
12. *Social Service*, by Richard C. Cabot. Dodd, Mead & Company.
13. *Heroines of Service*, by Mary R. Parkman. The Century Co.

CHAPTERS IV-V

1. *Giants in the Earth*, by O. E. Rølvaag. Harper & Brothers.
2. *Water*, by Albert P. Terhune. Harper & Brothers.
3. *Cotton*, by Jack Bethea. Houghton Mifflin Company.

The story of a farmer on an Alabama plantation.

4. *Red Rust*, by Cornelia James Cannon. Little, Brown & Company.

A pioneer story of wheat and how the red-rust blight was conquered.

5. *The Romance of the Reaper*, by Herbert N. Casson. Doubleday, Doran & Company.

Showing the transformation that harvesting machinery has made in the whole world.

6. *The Romance of Steel*, by Herbert N. Casson. A. S. Barnes and Company.

7. *The Octopus*, by Frank Norris. Doubleday, Doran & Company.

8. *On Board the Good Ship Earth*, by Herbert Quick. The Bobbs-Merrill Company.

A vivid account of the value of our natural resources.

CHAPTER VI

1. *Conquest of our Western Empire*, by Agnes C. Laut. Robert M. McBride & Co.

2. *Stories of the Great West*, by Theodore Roosevelt. The Century Co.

3. *The Emigrants*, by Johan Bojer. The Century Co.

4. *A Pioneer of 1850*, by G. W. Read. Little, Brown & Company.

5. *The American People and Nation*, by A. R. Leonard and B. E. Jacobs. Henry Holt and Company.

6. *Vandemark's Folly*, by Herbert Quick. The Bobbs-Merrill Company.

An interesting account of the days when canals were a chief means of transportation.

7. *The Empire Builder*, by Oscar M. Sullivan. The Century Co.

The career of James J. Hill and his part in the opening of the Great Northwest.

8. *The Story of the Santa Fe*, by Glenn D. Bradley. Richard G. Badger.

9. *Conquests of Invention*, by Mary R. Parkman. The Century Co.

10. *Heroines of Service*, by Mary R. Parkman. The Century Co.

11. Yearbook of the League of Nations. The World Peace Foundation, Boston.

CHAPTERS VII-VIII

1. *The American People and Nation*, by A. R. Leonard and B. E. Jacobs. Henry Holt and Company.

2. *The American People and Nation*, by R. M. Tryon and C. R. Lingley. Ginn and Company.

3. *Sentinels along Our Coast*, by Francis A. Collins. The Century Co.

4. *Lighthips and Lighthouses*, by Frederick A. Talbot. J. B. Lippincott Company.

5. *The Boy with the United States Census*, by Robert Wheeler. Lothrop, Lee and Shepard Company.

6. *The Boy with the United States Foresters*, by Robert Wheeler. Lothrop, Lee and Shepard Company.

7. *The Boy with the United States Survey*, by Robert Wheeler. Lothrop, Lee and Shepard Company.

8. *Blue Jackets of 1918*, by Willis J. Abbot. Dodd, Mead and Company.

The story of the American Navy in the World War.

9. *The Plains of Abraham*, by James Oliver Curwood. Doubleday, Doran & Company.

A historical narrative told so that the tragedy of war is made vivid.

10. *Beau Geste*, by Percival C. Wren. Grossett & Dunlap.

A story of the Foreign Legion which depicts the heartache and uselessness of war.

CHAPTERS IX-X

1. *Autobiography of Benjamin Franklin*. Ginn and Company.

Emphasizes thrift, diligence, and common sense as qualities necessary for success.

2. *The Boy Who Followed Ben Franklin*, by Edward W. Bok. Charles Scribner's Sons.

3. *Why I believe in Poverty*, by Edward W. Bok. Houghton Mifflin Company.

4. *Preparing for the World's Work*, by Isaac E. Doughton. Charles Scribner's Sons.

5. *Starting in Life*, by N. C. Fowler, Jr. Little, Brown & Company.

6. *The Story of My Boyhood and Youth*, by John Muir. Houghton Mifflin Company.

Depicts the hardships that families were willing to undergo in order to own land and homes.

7. *The Boy's Life of Mark Twain*, by Albert Bigelow Paine. Harper & Brothers.

8. *The Flame Fiend*, by H. L. Jameson. Allyn and Bacon.

9. *Fighting a Fire*, by Charles T. Hill. The Century Co.

CHAPTERS XI-XIII

1. *My Mother and I*, by E. G. Stern. The Macmillan Company.

A fascinating and appealing story of the home life of a family from across the water.

2. *Abraham Lincoln — the Boy and the Man*, by James Morgan. The Macmillan Company.

LESSONS IN CITIZENSHIP

3. *Fiber and Finish*, by E. E. Dodd. Ginn and Company.
4. *Planning Your Party*, by Emily Rose Burt. Harper & Brothers.
5. *Theodore Roosevelt's Letters to His Children*, edited by J. B. Bishop. Charles Scribner's Sons.

Suggests the happiness to be found in some homes.

6. *At School in the Promised Land*, by Mary Antin. Houghton Mifflin Company.
7. *The Scout Law in Practice*, by A. A. Carey. Little, Brown & Company.

CHAPTERS XIV-XV

1. *Community Life in Colonial Times*, by Daniel J. Beeby and Dorothea Beeby. Charles E. Merrill Company.

2. *New Towns for Old*, by John Nolen. Marshall Jones Company.

A glimpse into the possibilities of community beautification.

3. *Beauty for Ashes*, by A. F. Bacon. Dodd, Mead and Company.
4. *The Making of an American*, by Jacob Riis. The Macmillan Company.
5. *A Far Journey*, by A. M. Rihbany. Houghton Mifflin Company.
6. *The Story of My Boyhood and Youth*, by John Muir. Houghton Mifflin Company.
7. *The Boy Who Followed Ben Franklin*, by Edward W. Bok. Charles Scribner's Sons.
8. *The Emigrants*, by Johan Bojer. The Century Co.
9. *American Ideals*, by Norman Foerster and W. W. Pierson. Houghton Mifflin Company.

CHAPTER XVI

1. *The Story of My Life*, by Helen Keller. Doubleday, Doran & Company.
2. *The Light Which Cannot Fail*, by Winifred Holt. E. P. Dutton & Company.
3. *The Red Cross*, by Clara H. Barton. J. A. Hill.
4. *Social Service*, by Richard C. Cabot. Dodd, Mead & Company.

CHAPTERS XVII-XVIII

1. *David Goes to Baffin Land*, by David B. Putnam. G. P. Putnam's Sons.
2. *Through Europe on Two Dollars a Day*, by Frank Schoonmaker. Robert M. McBride and Co.
3. *Camping Out*, by Warren H. Miller. D. Appleton and Company.
4. *Home-Made Games*, by A. Neely Hall. Lothrop, Lee & Shepard Company.
5. *Three Hundred and One Things a Bright Girl can Do*, by Jean Stewart. J. B. Lippincott Company.
6. *Yourself and Your Body*, by Wilfred R. Grenfell. Charles Scribner's Sons.

PUPILS' READING LIST

xxi

7. *An Autobiography*, by Theodore Roosevelt. The Macmillan Company.
8. *Child Labor Stories for Children*. National Child Labor Committee.
9. *Child Labor in the City Streets*, by E. M. Clapper. The Macmillan Company.

CHAPTERS XIX-XX

1. *You Can't Win*, by Jack Black. The Macmillan Company.
2. *The Kingdom of the Mind*, by June E. Downey. The Macmillan Company.
3. *The Roll Call of Honor* (a new book of Golden Deeds), by A. T. Quiller-Couch. Thomas Nelson & Sons.
4. *Quicksands of Youth*, by Franklin Chase Hoyt. Charles Scribner's Sons.

CHAPTERS XXI-XXVIII

1. *American Ideals*, by Norman Foerster and W. W. Pierson. Houghton Mifflin Company.
2. *Our Nation in the Building*, by Helen Nicolay. The Century Co.
3. *The Story of Our Constitution*, by Eva M. Tappan. Lothrop, Lee & Shepard Company.
4. *Helps to the Study of Our Constitution*, by Grace A. Turkington. Ginn and Company.
5. *Our Presidents*, by James Morgan. The Macmillan Company.
6. *The American People and Nation*, by A. R. Leonard and B. E. Jacobs. Henry Holt and Company.
7. *The Spirit of the School*, by R. H. Barbour. D. Appleton and Company.
8. *Letters and Diary of Alan Seeger* Charles Scribner's Sons.

LESSONS IN CITIZENSHIP

CHAPTER I

PAYING YOUR WAY THROUGH LIFE

NOTE TO TEACHER. Pupils' Activities, distributed through the chapters, are to be worked out coöperatively by the class or by assigned groups through discussion and socialized procedures in the classroom. Each pupil is requested to keep a civics notebook and to set down in this the result of those activities and tasks which the teacher regards as most essential for her class. The authors have indicated certain ones which they believe should be recorded in these notebooks. The teacher will suggest others.

To meet the needs of as many schools as possible, a greater number and variety of activities have been included in the text than many teachers can use to advantage. The teacher will, however, find them all suggestive and helpful in shaping the classroom discussions, even though certain activities are not given as definite assignments.

Boys and Girls are Expensive

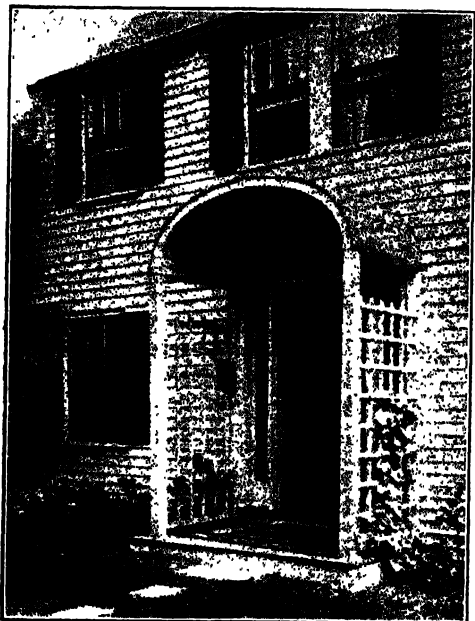
A life-insurance company recently made a study of the cost of rearing a boy or girl. This, in brief, is what the company found out :

COST OF REARING A CHILD IS \$8400

The dollars and cents outlay of rearing a child from birth to his or her eighteenth year is, in round numbers, \$8400. This is divided as follows :

Food	\$2500.00
Clothing and shelter	3400.00
Education: minor items met by the family purse	50.00
Major items of education: cost of schooling provided by the community and not appearing as separate items in the family budget	1100.00
Medical, dental, and kindred services to maintain health	534.00
Recreation	130.00
Insurance	54.00
Sundries	570.00

These conclusions were based on a study of an average family consisting of father, mother, and three children, and having an income of \$2500 per year.



The homes your parents provide cost much money

In other words, the average young person who reaches the age of eighteen has cost somebody at least eight thousand dollars in money. This does not include the unpaid services of the mother or other relatives who care for the child, nor such special expenses as are involved in taking a vacation trip or buying a radio set.

To put it in still another way, at eighteen years of age you will probably owe the world at least eight thousand dollars. A great many of young people will owe much more than this. How are they to cancel this debt?

Paying your Debts

Every state has laws requiring persons to pay their legal debts. But there is no law requiring young people to pay the town the eleven hundred dollars which their education has cost, nor their parents for what they have spent on them in the home. However, all debts are a matter of honor, and no self-respecting person would intentionally shirk them.

One way of settling the debt to parents is to help to support them in later years. One way of settling the debt to the community is to pay taxes in later years; for it is the tax money which the government spends on schools, libraries, and other things which help the people.

One cannot support parents or pay taxes unless he has money. The only sure way of having money is to earn it. It is therefore important that every person find work as quickly as possible when he leaves school or college, — first, to support himself, and, second, to be able to cancel his indebtedness.

Pupils' Activities

Suppose that at twenty-one a boy has a position paying him \$20 a week; at twenty-five years of age he is earning \$35 a week; at thirty years of age he is earning \$50 a week. After computing how much it would cost him to live simply and economically in your town, find out how long it would take him to square his debts if he had to pay back to someone the \$8000 referred to on page 1. You will have to estimate the cost of room, board, clothing, etc., allowing a certain sum for savings. The remainder will represent the payments he could make on this debt.

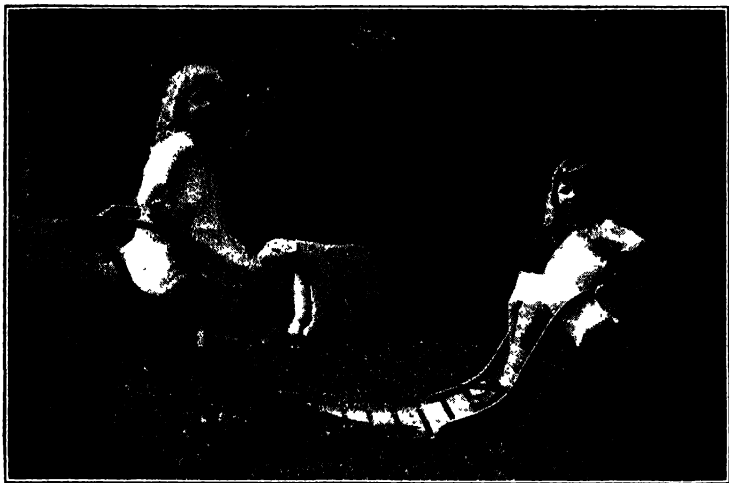
Paying your Debt to your Parents

It is partly because of the heavy expense of feeding, clothing, and sheltering children that the law gives parents control over them until they are twenty-one years old. Your parents can, if they wish, decide all such matters as what clothes you shall wear, how much spending money you are to be allowed, and whether you shall go to college. They can legally take the money you earn before you are twenty-one years old, although many parents allow their sons and daughters to help plan the spending of the money they earn. There are some parents, then, who obtain from their children before they are twenty-one a small part of the money they have spent on them.

Pupils' Activities

1. With the help of your father, mother, or teacher, estimate what your board, clothes, and other expenses are now costing your parents each week.

2. Suppose that you now are earning an average of three dollars a week during the school year, and seven dollars a week during the summer vacation. How much of your earnings do you think you ought to pay your parents toward your board and clothes?



Parents provide play opportunities for their children

Whether or not you earn money while you are still in school, you probably could not hope to cancel more than a fraction of your debt to your parents by the time you are through school. It is safe to assume that when you turn your back on school days and start to earn your living, you will have a heavy debt of honor on your shoulders.

It may be that your parents will need your help as soon as you find a position. Because of some misfortune, many young people must be breadwinners for their family at an early age. In this case, circumstances decide just when and how they shall pay part of their money indebtedness.

In other cases parents do not need financial help until they are old. It is the dream of every person to be financially independent all the years of his life. Statistics, however, show that about 85 per cent of all persons over seventy years of age are dependent on someone for their support. If this percentage continues to hold in the future, then a large number of the young people of today must help support their parents in future years.

Pupils' Activities

1. Suppose that you are now at work, earning \$100 a month. You decide to set aside a certain amount each month for helping your parents in future years. Draw up a plan of your probable expenses and show how much you could set aside.

2. Discuss the expenditures necessary to provide necessities and comforts for old people, as compared with similar expenditures for children. What differences will there be? What kinds of recreation can be provided for old people?

3. Suppose that although your parents do not need your help now, you wish to make provision for the possibility later. You could take out a life-insurance policy which would pay your parents an annuity beginning at a certain year and lasting as long as they lived. What is an annuity? Find out the facts about such a policy. (Let the class write to an insurance company to get information.)

Paying your Debts in Service

Thus far we have been speaking only of the money debt that children owe their parents. The table on page 1 includes only such things as could be paid for in money. Nothing is said there of the thought and care that parents take in planning comforts and pleasures for their children, and nothing of the extra time that the teacher takes out of school hours to help pupils make up for illness or backwardness. If you should set down all the pleasant times and helpful things that parents and teachers have made possible for you, you would find that your debt is stupendous. How can this debt be paid?

This debt of service can be paid in two ways: (1) by acts of thoughtfulness on your part, (2) by making a success of yourself.

Doing Acts of Thoughtfulness

All people are much like children, especially older people who do not have strong, rugged bodies. You are always longing for "something to happen" — something interesting and exciting. It is the same with grown-ups of all ages. To pay your debt in full you must be on the lookout for opportunities to show to older people the same kind of thoughtfulness that they have shown you.



Lindbergh gave service and character to his home and country. (Photograph by Acme Newspictures)

Making a Success of Yourself

One day in May, 1927, between five and six in the afternoon, all the great cities of the United States were suddenly filled with the sounds of whistles and bells. People in the streets asked "What is it?" But before their question could be answered they knew that it could mean only one thing

—an American boy had that hour achieved fame. The news had been flashed around the world that young Lindbergh alone in a slender airplane had accomplished what no human being had done before — flown across the Atlantic without a stop. He had conquered hail, fog, distance.

It was one of the greatest achievements of all time. And the boy became the world's hero not merely because of his successful flight, but because he was so fine and manly. Simple, clean-cut, refusing flattering offers of money, he stood out as one of the world's finest characters. In those hours he was repaying his mother, the town that educated him, and all his friends for the service and help they had given him.

The world is always helped by courage, self-control, and sincerity. By his success in character Lindbergh did his country and his family an inestimable service.

You may never be able to pay your debts by conspicuous service; but if you are courageous and fine in whatever you do, you will be serving others. Character tells its own story everywhere. The best payment you can make your family or your community is character.

Pupils' Activities

1. Discuss some of the strong points of character that your favorite hero or heroine has.
2. Read about Peary's discovery of the north pole, Lindbergh's flight across the Atlantic, and Commander Byrd's trip by airplane over the north pole; and tell about the character of these three men.
3. Have you ever known a person who had the drink habit to do such brave deeds as those of Lindbergh, Byrd, and Peary? Discuss the effect that liquor has on those who use it constantly.
4. What is the bravest or finest thing you have known to be done in your community or state? What elements of strong character did this show?
5. Make out a list of acts of service which you would like to do for others. This will be shown only to the teacher.'

Paying your Debt to the Government

We have seen that parents can collect some of the money they have spent on their children by taking their earnings before they are twenty-one. What about the money that the

town, city, and state spend on the young people? Can the community take money from you to pay for the teaching it has supplied, for the library books it has lent you, for the playground it has provided? No, government cannot collect money from you until you own taxable property or until you earn a large enough salary or wages to be taxed. Then it will take some of your earnings. In the year that you begin to pay taxes you will begin to settle your money debt to town, city, and state. Usually a young person is twenty-one or over before this time comes.

Many Kinds of Taxes

Here are some of the different taxes you may have to pay when you own property or earn your living :

1. Poll tax (a tax of one or more dollars on yourself).
2. Tax on buildings and land that you own.
3. Tax on any income that you receive over a certain amount.
4. Tax on furniture, jewelry, and automobiles, and other personal belongings that you own, if the value is over a certain amount (in some states this is one thousand dollars).
5. Tax on any dog that you own.
6. Registration fee for your automobile and motor boat.

The faster you make money, the faster you can pay your debt to the government. That is, the more money you earn or have given you, the more money you will probably pay the government in taxes. Perhaps for many years you may not earn enough to pay any tax except a poll tax (and since some states do not have a poll tax, you might go many years without paying any tax). Not all states have an income tax, so that the only direct method that some people have of paying money to the state is by owning land or buildings or some other kinds of taxable property.

Pupils' Activities

1. How many of the foregoing taxes does your state have? (To get this information, the shortest way might be to consult a textbook

or manual about your state. But a way that is satisfactory and far more interesting is to ask the person who owns a dog if he has to pay a tax and, if so, when, how much, and to whom, and to get the rest of the information from persons who own automobiles, furniture, land, and buildings. Your father will know whether the adults in your state have to pay a poll tax.)

2. If your state has an income tax, find out when you will have to begin paying an income tax after you are earning money.

Settling Part of the Debt while still in School

In nearly every town and city in the United States there are school pupils who are already helping to pay their debts to parents and government. One such girl lives in a country town, attends the high school, and at the same time works on the farm. She began to earn money when she was nine years old by raising asters and hens. After three years she stopped growing asters and bought a cow. Because the proceeds of her farm came to more than four thousand dollars a year, she had to pay both a state and a Federal income tax. Here are her own words about what she accomplished :



You can easily guess how she is paying her way

I have eighty hens and twenty registered cattle. I raised one of the cows myself from a calf that was given me. Then there are the pigs and my two horses. I have a milk route, and we deliver about one hundred quarts of milk a day to our customers about the town. I have two boys to help with the milk route and the stock.

I get up every day about 4.30 and finish about 7.30 in the evening. I keep my own books and enter every item of profit and loss.

Perhaps by the time this girl is twenty-one she will have completely canceled her money debt to her parents, and a part of her money debt to the government.

Another pupil who has canceled part of his debt to parents and government is an Alabama boy. Here is his story in his own words:

When Mr. John Blake, our county agent, organized boys' club work in our neighborhood of Blalock, Alabama, six years ago, I decided to join the beef-calf club. My parents encouraged me, and I bought and fed a calf that won the \$40 first prize at the county fair at Selma and sold for \$100. Again the next year I won the \$40 first prize and sold my calf for \$100. . . .

During the next summer, when I was feeding three more calves, Mr. Blake suggested that I send one of them to the state fair at Montgomery. . . . So I sent my best calf and won the fourth prize, which was \$40. I sold the calf for \$75. . . .

My experience at the state fair showed me there was a lot I didn't know about feeding, and I decided to learn it then and there. . . . The next year . . . I won the first three places and grand champion in the club class. Each carried with it a trip to the International. . . .

As I am past eighteen now and am a freshman in the agricultural course at Auburn, I am out of club work. In my six years in it I won \$740 in prize money, and the calves brought me \$2137. As a result I have a good bank account.

Pupils' Activities

1. Tell about several young persons who are earning money while they are still in school. Do they pay taxes?

2. Are they doing work which is as useful to the community as the farm work which the Massachusetts girl and the Alabama boy did?

What about Shirking your Debts?

Does it seem to you rather distressing that every day you go to public school, every time you use the public library, you are running up debts that must be paid in the future? Are you inclined to say, "I'd like to live in some country which doesn't expect its men and women to give any return for the service they received as boys and girls"? But is this really what you want?

Suppose you say: "All right, if the state makes me pay a tax on all income over two thousand dollars, I will not earn more than two thousand dollars. I will not put money in the savings bank, because the government will tax the interest on the savings. I won't buy land or a house, because I shall



How some boys helped pay their way while still in school

have to pay a tax on them. I'll take things easy. I'll spend all I earn and have a good time."

The only result would be disaster to yourself. You would degenerate into a person whom nobody would care to know. But suppose that everybody in your town said and did the same things. Suppose nobody bought land or buildings, nobody earned more than two thousand dollars, nobody put money in the savings bank, — what then?

Pupils' Activities

Finish the story begun above. Suppose that the town owns all the land and buildings, which it is ready to sell. But you and all the

others decide to rent instead of buy, for the reason given above. You manage so that you do not have any tax but the poll tax to pay. You even forego the pleasure of owning a dog or an automobile, to avoid paying the registration fee and the dog license. What would happen to your town? Tell about the banks, schools, streets, electric lights, and other conveniences.

Our towns and cities will not go to rack and ruin because of a few shirkers like the one described above, but they would soon be in ruins if large numbers of the people were shirkers.

Preparation for Earning is Important

While there are many young people who will do good work in their studies and still earn money after school hours and in vacations, the government does not count on being paid for its services to young people until their school days are over. Neither do most parents.

There are very good reasons for this. Trained bodies and trained minds are what the nation needs; and unless citizens get these while they are young, they are likely not to get them at all. Half-trained or poorly trained bodies and minds are a great handicap to a nation. In case of epidemics of disease, or a great disaster like an earthquake or a flood, or hard times due to money panics, it is these half-trained persons who suffer most. Parents and government officials know this, for they have seen all these disasters happen. They have seen men and women struggle against sudden misfortune and go under. They have seen others struggle against the same disasters and win. Those who win are better prepared for living than those who lose.

Pupils' Activities

1. What disasters can you or your parents remember? Flood, fire, earthquake, hurricane, tornado, epidemic, bank failure — these are some of the disasters that may have brought a crisis to your community within your parents' memory. See if they can tell what kind

of persons were discouraged the least at such times. Was it those who had strong bodies, and were trained for some useful kind of work?

2. Can you think out what your family would do if (1) your house and all its furnishings should be destroyed by fire or tornado; (2) your father should lose his farm or his position?

The most important task to be accomplished during school days is training. Training is secured through study, classroom recitations, play, exercise, and work. It is better for a nation not to get back any of the money it spends on its boys and girls until they are grown men and women than to be paid at the sacrifice of health and education.

When shall you be out of Debt to the Government?

After a time the enterprising boy and girl will have paid back in taxes what they owe the government for their early education. Will the government then stop taxing them?

No, because they must pay for what the government is still doing for them. Most grown men and women do not go to public school. They do not use the playgrounds. But they do use the library, parks, highways, post office, and other conveniences supplied by the government.

Adult people are never out of debt to the government. That is why taxes never cease. If, for a single year, the government should stop collecting taxes, things would get terribly muddled. Mail-carriers would not deliver mail,



Commander Byrd paid his debt to government in service and in character

because they would get no pay. Schools would be closed, for there would be no money to buy coal or to pay school-teachers. Roads would get so badly out of repair that they could not be used with safety.

Just as a person never gets to the place where he can do without food and clothing, so he never gets to the place where he can do without the assistance of government.

Earning Money an Important Matter

As you look ahead now and think of what you owe the government and your parents, and the things you want to own, does it not seem to you that you will need to earn a great deal of money as early as possible?

Although the cost of such things as board, clothes, and room varies from year to year, it will be helpful to you, in looking forward to your earning days, to estimate by means of an example in arithmetic how much these things cost at the time you are studying this book.

Pupils' Activities

1. On page 3 you estimated what your clothes, food, room, and incidental expenses now cost, while you are living at home. Suppose that instead of living at home you are boarding in another's home. Find out how much more (or less) this would cost for the whole year, and for a week.

2. What is meant by "incidental expenses"? What are some of the things you would need that could be so classified?

How can a person be sure that he will earn enough to have the things he wants as well as to help others? The highest wages and salaries go to persons who are expert workers of some kind. The cashier of a bank earns more than the office boy or messenger. The buyer for a department in a store earns more than an ordinary salesperson. The editor of a newspaper earns more than a reporter. A trained electrician

earns more than an unskilled laborer. Special training is usually necessary to earn a large salary or high wages. The best-trained farmers earn more than the poorly trained. And so we might continue.

This, then, is your answer : To earn as much money as you will want and need, you must be trained to do some kind of skilled or difficult work, for which there is a demand.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and cultivating the following attitudes and skills. You know what a habit is and what a skill is. But do you know what an attitude is? The way you feel about a certain thing is your attitude toward it. For example, if you respect a person, you have an attitude of respect toward him.

The most important habit that you as a student of citizenship can form is that of thinking of yourself as a part of the government and acting as such.

HABITS

1. Economical use of the things provided by your parents and the government.
2. Regular attendance at school.
3. Looking for opportunities of service.
4. What others?

ATTITUDES

1. Appreciation of what is done for you by teachers and parents.
2. Eagerness to be of service.
3. What others?

SKILLS

1. Ability to make the most of school opportunities.
2. Ability to see what is being done for you.
3. What others?

CHAPTER II

BEFORE YOU ARE TWENTY-ONE YEARS OLD

School Pupils are Minors

What is a minor? Every pupil knows what "minus" means. The word "minor" is derived from the same root as "minus." A minor is a person of *less than* the full legal age. The full legal age is twenty-one years. Therefore all persons under twenty-one years of age are minors. When people use the expression "He is of age," they mean "He is of legal age," that is, twenty-one years old.

What it Means to be a Minor

You already know that the law prevents you from voting and from doing certain kinds of things before you are twenty-one, and that it requires you to attend school up to a certain age. There are many other restrictions for young people. For example, in some states, before you can sell newspapers or do any kind of part-time work while you are of school age, you must get permission from certain government officials. Some towns and cities have curfew laws forbidding young persons to appear on the streets unaccompanied by an adult after nine or ten o'clock in the evening. In many states there are laws prohibiting the sale of cigarettes to minors. In most states there are laws to prevent issuing automobile licenses to persons under a certain age.

An adult person can leave the town he lives in and go wherever he pleases; a minor cannot leave his home unless his parents approve. An adult who owns property can sell it whenever he finds a purchaser; a minor cannot do so except

through a parent or a guardian. In other words, adults may do many things which minors cannot do.

Why are there Special Laws for Minors?

Why is such a difference made between young people and adults? Is it fair to put all boys and girls under the control of their parents until they are twenty-one? The United States prides itself on giving equal opportunities and equal rights to all. Then how can we explain this different treatment for adults and young people?

There is a real reason. You are not now "grown up" in body, in brain, or in experience. Almost up to your twenty-first year your body will be developing. After that you will probably have your full physical powers until you begin to grow old. There are many kinds of physical work which your body is not yet fitted to do, and

many mental problems which your brain cannot solve. But, most important of all, you have not yet had sufficient experience to act wisely in many matters. The law recognizes that because your parents have lived longer, have read and seen and done more things, they are presumably better able to make decisions for you than you are to make them for yourselves.



The famous boy swimmer, George Young, could not cash his prize check without his mother's consent

Pupils' Activities

1. Find out, by questioning your parents and other adults, what are some of the laws of your state about minors.
2. What kinds of work would you be prevented from doing in your state while you are of school age?
3. Give several reasons why such laws are wise.

The Government compels Parents to take Charge of their Children

Of course, most parents are so anxious to be wholly responsible for the support and control of their children that they resent any attempt to take this responsibility from them. But if any parents were inclined to shirk this duty, they would not be allowed to. They have no choice in the matter. The government compels parents to be responsible for your good behavior and for your support. So much in earnest is the government in this matter that it not only forces parents to take legal control of their children but frequently punishes them if they fail to do this properly. The following news items are illustrations of what sometimes happens:

ONE HUNDRED PARENTS IN COURT

Oct. 26. — Charged with violating the compulsory education laws . . . more than one hundred fathers and mothers were in the Municipal Term Court yesterday. Eleven . . . were committed to jail. They were ten fathers and one mother. The mother . . . was sentenced to pay a fine of five dollars or to spend one day in jail, and as she could not pay the fine she was committed to prison.

**TWO GO TO JAIL FOR ADMITTING
MINORS TO A MOVIE THEATRE**

Dec. 7. — As a warning to owners of movie theatres and employees who admit minors to theatres when unaccompanied by adults, the court yesterday sentenced two persons to the workhouse. These were said to be the first jail sentences imposed here for violating this law. In both cases pleas of guilty were made, with the statement that tickets had been purchased by adults and that the children had accompanied them into the theatre.

Boys or girls who deceive their parents and run away from school are themselves punished by the courts; but if parents permit their children to remain away from school, the parents are held responsible.

Pupils' Activities

1. Do you think these laws are fair or unfair? Discuss this in class.
2. The second news item above tells of a kind of law which only a few states have. Why might such a law be needed, especially in large cities?
3. Suppose that you are over sixteen and want to work in a factory next summer. If the law of your state says that no person under sixteen can be employed in a factory, how can you prove to the superintendent that you are over sixteen?
4. If a boy produces fraudulent proof that he is of legal age for factory work, in some states a factory owner who hires him can be punished. Do you think this is just? Why?
5. Suppose that a parent has failed to keep his son from playing truant. An interview takes place between the principal, the boy, and the truant officer. Explain what would probably be said by each, assuming that the parent claimed that he should not be held responsible for what his son failed to do. (This scene may be dramatized if the teacher approves.)

Who is Responsible for Boys and Girls who have No Parents?

Until they are twenty-one all boys and girls are under the legal control of parents, or (if their parents are dead or have deserted them) under some person, called a guardian, whom the court appoints to act as parent.

When a boy or girl is left without parents, one of three things usually happens: (1) someone adopts the child and becomes his legal parent; (2) the court appoints a guardian to take charge of the child — to find a place for him to live, arrange for his education, take charge of his money, see that he behaves properly, etc.; or (3) the state takes charge of the child, placing him in a private home and paying for his board,

or placing him in an institution, where he remains until after school age, when he is put to work.

You probably know of homes for orphans or destitute young people which are not owned or run by the government.



Orphan children for whom the government must provide a home

But all such homes are directly or indirectly under government supervision and really act as legal guardians for the children in their care. No boy or girl can be required to remain in one of these homes, however, without the approval of the court.

When a Guardian is Appointed

You have seen that if you are a minor the money you earn can be taken by your parents. What about money or property that is given you? Suppose that some relative dies and leaves you a large sum of money. Can you have this at once? Although it belongs to you, you cannot have it until you are of age. The court will appoint a guardian — your father or an uncle, or some such person as the president of your bank or a lawyer — to take charge of it for you. If there is a will, it is the guardian's duty to see that the terms of the will are carried out, whether these specify that all the money is to be saved until you

are twenty-one or that such sums as are necessary are to be spent on your education before you are twenty-one.

As you have seen, if your parents die before you are of age the court will appoint a guardian who will decide where you shall live and go to school, what you shall do when you finish school, how your money shall be invested, etc.

When the Government takes the Place of Parents

1. *When parents cannot control their sons and daughters.* Sometimes, in spite of all their efforts, parents cannot control their children. The government realizes that it is useless to keep punishing such parents. It therefore takes the sons and daughters from their parents and sends them to a reform school or to some other institution where they are under government officials. In other words, the government takes the place of parents.

2. *When parents cannot support their sons and daughters.* Sometimes, because of illness or other misfortune, parents are not able to support their

children. In such cases what happens? If the children are over school age but under twenty-one, they must help to support the home. Or, if the children are still of school age, the parents may require them to find after-school or Saturday work.

When, however, parents are unable to provide anything for their children, and the children are too young to work, the



His parents are helping him to earn money and to save money

government steps in, places the children in government institutions or pays for their care in private homes. Sometimes it gives the parents money to enable them to keep the children in their own homes until they are old enough to go to work.

3. *When parents will not support their sons and daughters.* Parents must provide for their minor children if they are physically able to do so. The government has made special laws punishing parents who refuse to do this. When anyone learns of a parent who neglects his children, he can complain to a police official, who will investigate and, if necessary, get from the court a warrant to arrest the negligent parent. The government supports neglected children by placing them in homes under government supervision or, if they are old enough, by finding them work and a suitable place to live.

4. *When parents illtreat their sons and daughters.* When parents are proved to be cruel or criminal, their children are taken from them and placed under government supervision. Frequently you will see items in the newspapers which show that the government is actively trying to protect children who have the wrong kind of parents.

In some communities there are private societies which make it their business to investigate illtreated or neglected children. These organizations frequently take charge of children until the courts decide what shall be done with them.

Pupils' Activities

1. Tell which of the following officials is responsible for seeing that pupils of school age attend school: policeman, sheriff, attendance officer, judge, chairman of the school board, chairman of the state industrial board (or commission).

2. Can you find out what officials in your state are responsible for seeing that children do not work in factories until they are of legal age to do so?

3. Find out how the government would go about assuming charge of children whose parents either could not or would not take proper care of them.

4. How does the government find out about children whose parents cannot control or support them or who illtreat them?

5. Suppose that a boy who has repeatedly run away from home is sent by the government to a reform school. The boy is sorry for what he has done and wants a chance to return home and start over again. Can he leave the reform school? If so, how and when? If not, why not?

6. The following incident took place in New York City. Can you find out the reasons which would justify the court in taking a daughter away from a father in your state? What does "custody" mean? What is the meaning of "remanded"?

CHILD'S CUSTODY PUT OVER

Justice Levy wants to Study Rose Harago's Case until Tuesday

April 21 — Rose Harago, fifteen years old, who was removed from the custody of her father, Frank Harago of 501 East Seventy-sixth Street, and turned over to the ——— Home some time ago, was remanded to the Society for the Prevention of Cruelty to Children yesterday by Justice Samuel D. Levy in the Children's Court

The Court has Power over Affairs of Minors

In every state of the United States there are courts which have power to appoint guardians, to give adoption papers to persons who wish to adopt children, to decide where homeless children who have no money shall be placed. Such a court is usually called the probate court or the orphans' court. Sometimes the juvenile court attends to these matters; sometimes it is the court of domestic relations. There may not be such a court in your community, but there is one in your county.

Pupils' Activities

1. Can you think of a lawyer or a judge who might be willing to address your class on the subject of "The Law and a Minor"? If so, write a letter asking him if he will do this.

2. Read the following news item and then explain why Nathalia had to have a guardian. If she lived in your town or city, to what court would her father have to send a report concerning her money?

NATHALIA CRANE'S INCOME \$1103

Nathalia Crane, Brooklyn's child poet, received an income of \$1103.58 for her literary work last year, according to the annual report filed yesterday by her father and guardian, Clarence Porter Crane, of 145 Henry Street, Brooklyn, in the surrogate's court in King's County. This total is about \$172 less than she earned in 1925, her first year of publication, when she received \$1275.91.

3. Find out what court would appoint a guardian for you if your parents died or if, while your parents are still living, someone should leave you a large sum of money. (To get this information you may need to consult your parents or some lawyer or your policeman. First make sure that you do not have in your school library a report of some kind that will give you this information.)

What All This Means

What we have been saying merely illustrates the fact that young people are not fully prepared citizens until they are twenty-one. They are now learning and practicing the duties of citizens. What kind of adults and citizens they actually become depends on how well they learn the lessons of today. Some young people will never be competent citizens:

1. Those who never learn how to support themselves.
2. Those who make a practice of breaking laws.

These will always be children in the sight of the law. The legal term for these persons is "wards of the government." That is, the government will take charge of them. Those who will not work must depend on the charity of others, or will be placed by the government in "workhouses"; those who break laws the government will send to reformatories, jails, and prisons.

Therefore, instead of fretting because there are so many things they cannot do now, young people need to take care to see that they are not among that forlorn number who will always be the wards of the government. The training of the school and that of the home are the only sure preparation for



A youthful poet, Nathalia Crane, whose father is her guardian

taking a man's or a woman's part in life. You can't go back and try again if you fail; that is, you cannot regain your youthful days. Once they go they are gone forever.

Pupils' Activities

1. What are the names of the "homes" or other institutions in which these adult wards of government in your community live? What are the chief institutions of this kind in other parts of your state?

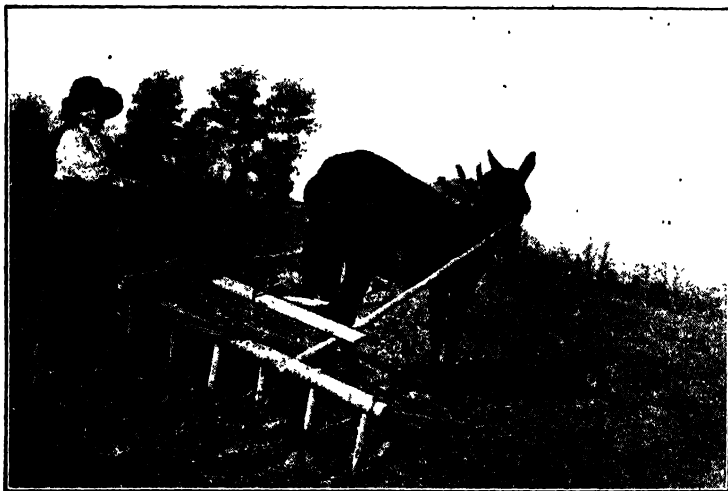
2. Where does the money come from which supports those sent to prisons, hospitals, almshouses, reform schools?

3. Some of the pupils now in school may, unfortunately, become wards of the government in later years. What are probably some of the habits of such pupils? What are some of the habits which would surely prevent a person from becoming such a ward?

Years of Preparation

Your particular task until you are twenty-one is preparing for the years from twenty-one on. To be prepared for these adult years you need

1. To know how to earn a living.
2. To understand what property is and how to use it.
3. To understand how to save and use money.
4. To be able to mingle with others successfully.
5. To know how to use your leisure time wisely.
6. To understand enough about government and American life to become an intelligent citizen and voter.



Learning one of the essential duties of a citizen — how to work well

There are many other things you will need to understand, but these are the minimum essentials. Some of the facts and training you will get in the schoolroom, some in your home, much by observation and reading.

The succeeding chapters in this book have been written for the purpose of helping you in this important work of preparation.

Before you leave this chapter, however, it is important for you to understand that now, while you are a minor, and while you are receiving more help from parents and government officials than you are giving, you are nevertheless a real part of the government. When you think of your government, think of it as an organization of all the people of the United States. You are one of the people and therefore a member of it. When you shirk a government duty you are injuring yourself as well as all the rest of the people.

Pupils' Activities

1. Write in a conspicuous place in your civics notebook the six aims given on page 26 of the years that you are a minor. Have a general class discussion of these aims, to make sure that you understand just what they mean. Be ready at any point in the study of the book to explain how any particular school task is helping in one of these respects.

2. Can you think of other aims that might be added if the list were to be enlarged?

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and should be cultivating the following attitudes:

HABITS

1. Obeying cheerfully the rules made by parents and the government.

2. What others?

ATTITUDES

1. Respect for your parents and teachers.

2. Respect for the government.

3. Willingness to take the advice of older persons who have your welfare at heart.

4. What others?

CHAPTER III

PREPARING FOR EARNING YOUR LIVING

Looking forward to Earning Days

You have seen in preceding chapters that every day you live you are running into debt to the government and to your parents. To cancel this debt you need money. The only sure way of getting money is to earn it. What plans have you for earning money? There are two things that every pupil can do while he is still in school :

1. Get the preparation which is necessary for any and every kind of work.
2. Observe and learn as much as possible about the different kinds of work in his community.

Preparing for Every Kind of Position

It is not true, of course, that every pupil can become a bank president or a manufacturer. It is true, however, that the preparation which each pupil gets in school is what every bank president and manufacturer must have to succeed. In other words, every worker, from bank president to errand boy, needs to know

1. How to speak and write correct English.
2. How to use figures easily and readily.
3. How to concentrate.
4. How to get on with people.
5. How to get help from the government.
6. What the government will demand of him.

When you have mastered these, you will have the general preparation which every person needs for any and every position.

Pupils' Activities

1. Tell why both a bank president and an errand boy in the bank need to know each of the six things mentioned on page 28. Or, if you are not familiar with the work of a bank, tell why the owner of a grocery store and his clerk, or a farmer and his assistant, need to know these six things.

2. Tell how each of your present studies helps a person to acquire such ability. How will the studies that you are to take up in the following years help you?

3. Explain what "concentrate" means.

4. Give a true or an imaginary incident which shows the difference between getting on well with others and failing to get on well with others.

Another Way in which School Days are preparing you to earn a Living

Another opportunity that the school offers you is that of learning about various occupations. Many occupations will be represented by the parents and relatives of the pupils in your grade. By talking with your schoolmates you can learn much about these, including the duties and hours of work, and what advancement is possible. You will have a chance to meet many of these parents and relatives and ask questions for yourself. When such opportunities come your way, remember that courtesy demands that you do not ask what salary or wages a person receives.

Perhaps your teacher will make a census of the class, asking each pupil to set down the occupations of his parents and relatives. This list can be used in class discussions.

Pupils' Activities

Whether or not the teacher compiles a list of the occupations represented by the families of the class, you are to prepare a list of all the occupations of your own family and friends, and set down what you can learn about these. Make this the beginning of an occupations section of your civics notebook to keep for future reference, adding to it from time to time.

The Work you have Already Done

Many of you are now engaged in work of some kind to earn money. Although this is temporary work and may have no connection with what you will do in later years, yet it can be made to yield valuable experience. For example :

The boy who works in a grocery store is learning the cost of goods, and how prices of eggs, meat, butter, sugar, etc. change (and if he



© Wide World Photos

At twenty-two years of age he was editor of a big magazine. How did his school days prepare him for this position ?

takes pains to inquire, he learns *why* prices change). He is learning (or can learn) how a cash register is operated, how books are kept, and how goods are ordered from wholesalers.

The boy who works for his father on the farm is learning about poor and rich soil, when fertilizer is necessary, what drainage will accomplish, what products sell most easily, what are the discouragements about marketing goods, how to plan work many months ahead.

Wide-awake boys and girls who do outside work while attending school have some advantage over others. They

have opportunities to learn by first-hand observation a great deal about at least one occupation. They are also seeing something of many different kinds of work.

Pupils' Activities

1. Let each pupil who is earning money after school or on Saturdays, or who has done work during vacations, tell exactly (1) the



© Keystone View

For a whole day a small branch railroad let schoolboys run the trains.
What are some of the things they learned?

nature of the work; (2) what he has learned about it as an occupation to choose for a life work; (3) what it has taught him about other kinds of work.

2. Suppose that you should find it necessary to earn money during your next summer vacation. What kind of work would you try to get? What do you know about this occupation? Might it lead to something worth while?

Getting acquainted with Yourself

Before you can make a wise choice of a life work, you need to get thoroughly acquainted with yourself. Strange to say, this is often difficult. It is much easier to study another

person than it is to watch and criticize yourself frankly. But there may be many wasted years unless you make a business of learning yourself.

Pupils' Activities

1. Assume that your class is to publish a class book. Prepare a biographical sketch of yourself. Include information on the following :

- a. Something about your surroundings when you were young.
- b. Whether any serious illnesses or accidents have handicapped you.
- c. The present condition of your health.
- d. What you like most to do when you are allowed to do as you please ; such as reading, drawing, tramping in the woods, fishing, collecting coins or other things.
- e. What kind of home work you like least ; what you like best.
- f. What studies you like least ; what you enjoy most ; what studies, if any, you like well enough to follow up, beyond the class requirements, out of school hours.
- g. In what studies you have made the best record.
- h. Whether you have had an allowance and, if so, what you have done with the money ; how much of it was saved.
- i. Whether you have earned money in the home or outside during vacations, on Saturdays, or after school. Whether this work has been undertaken in order to help at home or to buy things you wanted.
- j. Whether you belong to a Sunday school, a church, an athletic club, a debating society, the Boy Scouts, the Girl Scouts, or any other organization ; and, if so, what part you take in each of these.
- k. What your play record is ; that is, what kind of sports or games you have mastered and in which, if any, you have become expert.
- l. Whether, in connection either with school matters or with outside things, you have acted at any time as leader.

2. After you have made this study of yourself, write the following list in your civics notebook.

- | | |
|------------------------------------|---------------------------------------|
| a. Poor health. | h. Thoughtlessness. |
| b. Too little imagination. | i. Carelessness. |
| c. Lack of ability to concentrate. | j. Lack of feeling of responsibility. |
| d. Extravagance. | k. Feeling of superiority. |
| e. Laziness. | l. Feeling of inferiority. |
| f. Dishonesty. | m. Self-pity. |
| g. Inaccuracy. | |

What is the first step toward overcoming these defects? How can school work help?

3. A still further study of yourself can be made by checking up to see which of your qualities should help you toward success :

- | | |
|------------------------------|--------------------------|
| <i>a.</i> Courage. | <i>f.</i> Dependability. |
| <i>b.</i> Desire to serve. | <i>g.</i> Teachability. |
| <i>c.</i> A liking for work. | <i>h.</i> Patience. |
| <i>d.</i> The habit of work. | <i>i.</i> Thoroughness. |
| <i>e.</i> Initiative. | |

How can you start to cultivate the qualities you lack? How will school help you? Include this in your civics notebook.

4. After making this study of yourself, prepare for your notebook a list of your principal qualifications for the two kinds of work that interest you most, using this outline :

- a.* What are the emergency demands on health?
- b.* How have the studies which you have already taken prepared you for success in these occupations?
- c.* What additional studies are necessary?
- d.* Can these additional studies be taken in high school, in college, in a special trade school, in evening school, in correspondence courses?
- e.* Does the library have books or magazines that will help to prepare you for these lines of work?
- f.* Has home work or vacation work helped to prepare you in any way for these occupations?
- g.* Have the things which you have bought with your money been helpful to you in this connection?
- h.* In what way will the money you have saved help you?
- i.* Has your favorite play or sport developed the kind of qualities that are needed, such as quickness, agility, persistence, coöperation?
- j.* Has your membership in any of the organizations mentioned on page 32 helped you in a way to make it easier for you to succeed?

5. Another way of getting better acquainted with yourself and the work you hope to take up is to study some person who has succeeded in it. Find out

- a.* In what ways you are like this person.
- b.* In what ways you are very different.
- c.* What preparation he had for the work that you have not had or cannot have.
- d.* What obstacles he had to overcome.
- e.* What special help he had.

After you have made these studies, you will be well started toward getting acquainted with yourself. But it will pay to watch yourself. Every day will bring some new test of your powers, some new revelation of your weakness or strength. You will therefore keep revising and adding to your biographical



This girl had charge of part of the work in a metal-manufacturing concern. How did school days prepare her for this?

ical sketch, and after a time you will be quite sure what your choice of work is to be.

Making the Choice

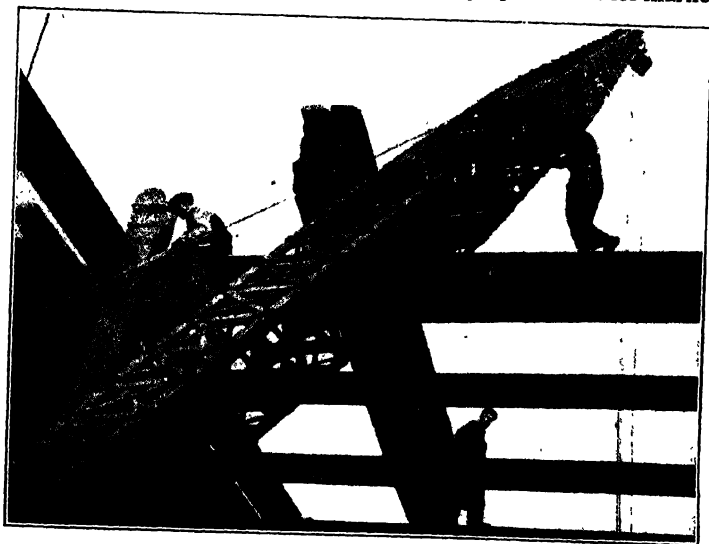
All the studying you have done thus far in this chapter has been concerned with testing yourself. Only with such knowledge of yourself as you have now gained can you make a wise choice of occupation. It would take too much space to name all the positions from which you can choose. At the end of the chapter is a list of the principal kinds

of work to be found in the United States today. Copy this in your civics notebook, to consult from time to time. Remember that you are to keep this notebook long after you leave school, because you are entering in it many things that will be useful in later years. As opportunity offers, set down against each kind of work the name of some person who is engaged in it, and any facts that you can glean about pay and general conditions. Enter also the name of any story or book that you read which deals with that occupation. For example, your notebook might contain such items as the following :

PUPIL'S NOTES ON OCCUPATIONS

Buying goods from the farms and factories (see page 46):

1. Mr. Stinson went through here today buying up all the hogs the farmers have to sell. I asked him if he did this all the time and if it was a good job. He said it depended on the city markets. When hogs were scarce and the demand good, he made a lot of money. He sells to packers. Packers are companies that prepare meat for market.



One of the necessary but hazardous occupations is illustrated here. How would school days prepare men for this kind of work?

2. Elihu Grant stopped here today. He is buyer for a big chain of restaurants in the city. Is making contracts for eggs, butter, and cream. Wants farmers in this region to agree to ship him certain amounts of these products at regular intervals. He does some of his work by letter. Says he is paid a salary. Think I'd like that job.

Architectural work, which includes designing factories, schoolhouses, business blocks, etc. (see page 46):

3. Jim Elwell has just won a scholarship in the — Technical School in naval architecture. He's always been crazy about making

models of boats. Had a roomful of them. He must go to the institute for four years; he then hopes to get a position with the government. Big pay in that kind of job.

4. Read an article about this kind of work in *Youth's Companion*. Have it cut out to keep.

The more facts you can gather, the easier it will be to make a choice; for the facts will help to show you where your qualifications will fit the best.

Avoiding Blind-Alley Positions

A path that leads nowhere, an alley that ends in a wall, a position that ends where it begins — these are things to avoid. A blind-alley position is one in which there is no chance of promotion, — no chance to rise by hard work and patience. Often the pay seems good, but inquiry will show that it may not be increased in future years. Shining shoes, selling papers, running errands, are kinds of work that ordinarily do not lead directly to higher positions. But all of these may be made stepping-stones to something better. The bootblack can save money to learn a trade at evening school; the errand girl can learn millinery or shorthand at an evening school.

You owe it to yourself to avoid a blind-alley position; but if you find yourself in one, you can make it a stepping-stone to something else.

Pupils' Activities

1. What are the occupations of your community that interest you most? Tell exactly how you would proceed to try to get a position in one of them.

2. Plan for the recitation period several interviews in which one pupil applies for a position and the other person acts as the employer. Each asks many questions of the other. The "employer" must be ready to give any information desired about the work. Therefore the teacher must select in advance the pupils who are to take the various parts, so that they can get the necessary information.

3. Make a report on the "Situations Wanted" and "Help Wanted" columns of several issues of your daily newspapers. What do you learn from these about the kinds of work available and the kinds of workers unemployed?

4. What positions do you know about that you would classify as blind-alley work? Take one of these and suggest how a boy or girl might make it a stepping-stone.

5. Do you think it is right for any business to have blind-alley positions?

6. What is your first choice of occupation for yourself? What is your second choice? Bring to class a report on the following topics:

a. What tools (such as a typewriter) would help you to prepare for these occupations.

b. What location will offer the best opportunities.

c. How much money you will need to start in this work.

d. How you expect to be able to get this money.

e. The kind of letter you would write to apply for a position in such work.

f. What sacrifices you are willing to make in order to succeed.

Service a Part of Most Jobs

Service is of many kinds. The help that you give a blind person, the contribution you place in the collection box at Sunday school, the assistance you give a younger brother in his studies, are acts of helpfulness with which you are familiar. You may not have thought much about the service connected with the work by which you will earn your living, but this may be the chief way in which you can help others. The doctor, the druggist, the milkman, the carpenter, the expressman, the railroad engineer, and many others render direct service to the people. Some of the most disagreeable kinds of work are interesting because of this fact.

In telling of the helpful work of the employees of a great railroad, this is what its advertising man wrote:

WHEN THE GREAT LIMITED PAUSES IN ITS FLIGHT

Over it, under it... through it... skilled inspectors move quickly, quietly, testing every vital part.

Day and night these inspectors are on duty in every terminal, at every division point on the ——— Railroad. You have probably

seen them, unhurried men in overalls, bending low as they went over the running gear of your train with sure, professional touch.

Almost before your train has come to a stop, they are at their posts, testing, examining, going over every detail of equipment that makes your journey safe, swift, and comfortable.

Ungloved hand pressed to the journal box for an instant, testing its temperature; an experienced glance at the packing of each bearing; on every wheel careful tests which tell the trained man almost as much as the X-ray could.

... And far ahead at the next stopping point another group of men were on watch for your train, to go over it with infinite care, again and again, until it brought you safely to your destination.

Every person connected with the work of railroads, steamships, trolley cars, transportation busses, has a position in which service to others is an important part.

When Service is the Chief Feature of the Job

A successful business man said that the best instance he knew of the spirit of service was that of a young girl whom a friend of his chanced to meet one day. This is the story as he told it:

It was a bitter day. A snowstorm had come in the night, and by morning a blizzard was on. A friend of mine started to his office in a limousine, but the car stuck in the drifts. No trolleys were running: there was nothing for him to do but walk. He turned up his great-coat collar and struck out. Pretty soon he came alongside a slight girl beating her way against the wind and snow.

"Say, this is fierce!" he said to the girl.

"Not so good; but it might be worse," she said, smiling back at him. For another hundred yards they fought the storm together; then my friend stopped.

"Sister, this is no day for you to be out," he said. "Let's turn back."

"Oh, I can make it all right," she said bravely.

"But what's the use?" he asked. "I can go back and do my business by telephone."

She waved her hand cheerily. "Nope," she said. "I can't go back. I'm your telephone operator."¹

¹ Reprinted by permission from an article in the *American Magazine*, March, 1926.



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The nurse is one of the many workers whose tasks represent important service. How do school days prepare a nurse for her work?

In many other occupations the faithfulness of the workers determines the comfort and welfare of many persons. The following clauses will suggest many of these kinds of work :

- If the train failed to arrive, ----
- If the trolley failed to run, ----
- If the electric light failed to come on, ----
- If the water failed to run when the faucet was turned, ----
- If the milkman failed to deliver the milk, ----
- If the coal man failed to deliver the coal, ----
- If the post office failed to open, ----
- If the doctor forgot to come, ----

Each of these "if" clauses begins a story that might easily end in tragedy. If our milkman never fails, if the post office is always open when it should be, if the trolley runs when we expect it to, it means that there are hundreds of workers who, like the telephone girl, let neither heat, nor cold, nor storm keep them from their humble tasks.

Some Kinds of Work of Little Service to the People

Many people believe that the making and selling of alcoholic liquors and of tobacco are occupations that result in greater harm than good. If the factories, stores, and restaurants that make and sell such things could be closed, the nation would be healthier, happier, and wealthier.

Besides the workers who are doing or making things that are actually harmful, there are many thousands who are busy with things that are not necessary. The making of shoddy cloth, and of cheap, gaudy trinkets which are neither beautiful nor useful, is not the kind of work that ambitious pupils should be willing to do.

Pupils' Activities

1. Complete each of the "if" sentences given on page 39 in a way to indicate a tragedy that might result.

2. Perhaps you know of some unfortunate thing that actually did happen as a result of some such situation. If so, tell about it.

3. Make a list of the principal occupations in your community and show how service enters into each and how other persons would be inconvenienced by poor work or absence from work.

4. Make a list of the occupations in your community which you would class as "part service" occupations.

5. Show in what ways the following workers may be useful to a community :

a. Plumber.

b. Banker.

c. Farmer.

d. Shoe-repairer.

e. Machinist.

f. Electrician.

g. Journalist.

h. Stenographer.

i. Bookkeeper.

j. Druggist.

k. Restaurant-manager.

l. Cook.

6. Make two lists, one of occupations that you think are really harmful, and the other of occupations that you think are of questionable value. Discuss these lists. Remember that a discussion requires preparation.

On the Job

When you have had your training and make your start, what next? Is the hard part all over?

A boy who had worked Saturdays and summer vacations all the way through high school and college, when asked what was the difference between going to school and earning his living, summed it up in the following manner:

1. In school the teacher is there to help you. At work you are there to help your boss.

2. In school you will not lose your seat or your place; even if you fail to pass into the next grade or the next class, you still have a place. At work you lose your job unless you are "on your toes."

3. Your marks at school may please or disappoint you, but they do not determine what your spending money for the next month will be. Your work in your job determines how much pay you will receive, and that determines your spending money.

4. If you are absent from school, you are excused. If you are absent from work, your pay is cut.

5. If you earn a mark in one of your studies, you get the mark at the end of the month or term. If you earn an increase in pay or position, you may not get it for years.



Try to imagine yourself in this boy's place. In what ways would your work test you?

6. At school you have teachers, principal, superintendent, and school board all interested in seeing that you have good books, comfortable seats, a playground, and the best possible conditions. At work your employer will supply the things you need, but he will spend most of his time planning how to make more money and not how to make you more comfortable.

Work life will be a test of your training and your character. If there are any weak places, they will show up quickly. You yourself must be quick to see and correct them.

No one can tell you in advance all the problems you will meet; but problems there will be. Perhaps your most difficult one will be that of self-discipline. There will be no one but yourself to hold you to your best work. Can you do it?

Pupils' Activities

1. Discuss each of the six differences mentioned above between work life and school life. If you have done any vacation or after-school work, what have you learned about the difference between work life and school life?

2. Tell some of the ways in which a particular kind of worker must discipline himself; for example, doctor, dentist, lawyer, mining engineer, railroad engineer, teacher, carpenter, farmer, stenographer, saleswoman, nurse.

The Key Quality to Success

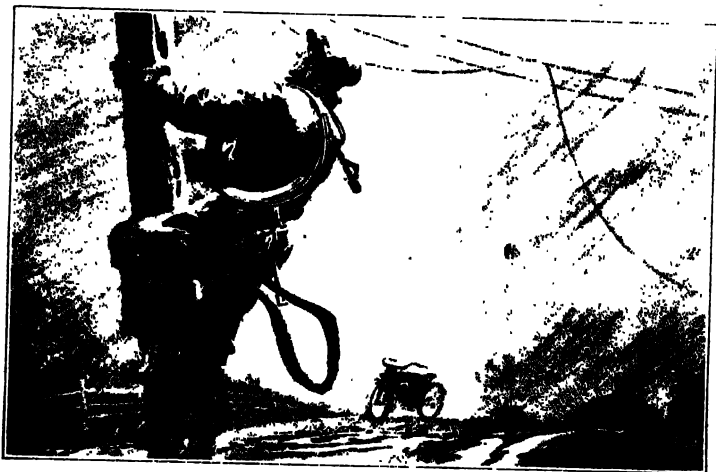
Did you know that the frail Scotchman who wrote "Treasure Island" said this about success:

I started out with very moderate abilities; my success has been due to my really remarkable industry — to developing what I had in me to the extreme limit. When a man begins to sharpen one faculty and keeps on sharpening it with tireless perseverance, he can achieve wonders. Everybody knows it; it's a commonplace, and yet how rare it is to find anybody doing it — I mean to the utmost, as I did. What genius I had was for work.

Edison is another of the large number of prominent men who have said that success is due chiefly to persistent hard work.

Some pupils seem to think that success is chiefly a matter of luck. Because they are not "lucky" in sports or in getting their lessons, they have decided in their own minds that they cannot be a great success in anything; so they do not try. If Stevenson was right, these pupils must be wrong.

Many boys and girls have won because they have followed Stevenson's method. The chairman of the directors of the



Telephone-repair men are only a few of the workers who must meet discomfort and hardship. (Courtesy of the American Telephone and Telegraph Company)

First National Bank of Chicago has told how as a boy he failed for two years to pass the eighth-grade tests in arithmetic. Discouraged, he left school and went to work in a hardware store, but he did not let his failure at school keep him down. Little by little he made his way out of the hardware store up into the banking business, in which he reached the top.

It is especially interesting that this Chicago banker became expert in the thing in which he failed in school. If for any reason a pupil has to leave school after he finishes the eighth grade or the junior high school, he still has many

chances to succeed, just as this man did, if he will work harder and more persistently than the boy or girl who has more education.

Can you succeed in Any Kind of Work?

Perhaps there is danger that some of you may misunderstand Stevenson's advice. You may think he meant that anyone could become a successful writer if he worked diligently, or that anyone could become a great inventor if he worked unceasingly as Edison did. This is not so, of course.

You cannot be thoroughly successful in anything unless you have natural ability for that thing. Stevenson had the imagination and other qualities which a person must have in order to become a successful author. To these he added persistent, unceasing work. Having the right natural qualities was also the basis of Edison's success. He had an inventive, mechanical bent, to which he added persistent hard work.

There may have been greater geniuses in their fields than Stevenson or Edison; but we do not know about them, either because they could not or because they would not work hard enough.

The recipe of success, then, is

Natural ability + training + persistent hard work.

Pupils' Activities

1. Perhaps someone in your class has a knack at rime and at limericks. Let all the class try to express in a clever way the recipe for success given above.

2. What kind of success might come to a person who had any one of these abilities in a marked degree:

- a. To explain readily and clearly.
- b. To solve difficult puzzles accurately.
- c. To take clocks and other mechanical devices apart and put them together correctly.
- d. To remember accurately whatever is heard.
- e. Vivid imagination.
- f. To find the causes for things.

3. Select ten persons whom you regard as successful. Find out with reference to each

- a. What was the outstanding natural ability.
- b. What training he or she had.
- c. Why many years of hard work were necessary before success came.

4. The following is the list of occupations referred to on page 34 of the text. Copy this into your civics notebook, and keep it to use from time to time as the teacher suggests.

OPPORTUNITIES IN AGRICULTURE

1. Buying a farm, and either cultivating the land or raising stock, or both.
2. Working a farm owned by another person.
3. Agricultural laboratory work in state agricultural-experiment stations, or for the government at Washington, or for oneself on one's own farm. By "laboratory work" we mean experimenting with seed, soil, and diseases of grain, fruit, and animals.
4. Agricultural publicity work, either for the state or the national department of agriculture; that is, helping to prepare pamphlets, lectures, and motion pictures and to distribute the knowledge that the laboratory workers accumulate. Valuable publicity work may also be done by working on agricultural papers.
5. Teaching in agricultural colleges and high schools, and teaching special agricultural subjects in rural schools.

OPPORTUNITIES IN MINING

1. Working in mines and quarries.
2. Acting as foremen and superintendents in mines and quarries.
3. Acting as business managers.
4. Holding positions of chemists and engineering experts.
5. Buying and selling.
6. Government work in the Bureau of Mines of the Department of Labor; studying ways of eliminating accidents in mines and of securing efficiency.

OPPORTUNITIES IN MANUFACTURING

1. Holding stenographic, bookkeeping, or other clerical positions in factories.
2. Buying materials used by the factory in making its goods, and selling the product of the factory. Both buying and selling may be done through correspondence or in person. Each factory usually requires a combination of both.
3. Working at the actual making of things, in some one of the many processes necessary to change raw materials into goods ready to sell. Such work may be either skilled or unskilled.

4. Inventing or perfecting mechanical devices to improve the process of manufacturing a given article.

5. Taking some part in managing ; that is, in planning how many machines to have, how many workers are needed, how much pay they shall receive, and deciding dozens of other questions.

6. Taking some part in the financing and extending of the business.

OPPORTUNITIES IN BUSINESS

1. Doing clerical work, stenography, or bookkeeping for stores, railroads, or banks.

2. Buying goods from the farms and factories.

3. Selling goods by mail, over the counter, or by personal interviews.

4. Managing departments in stores, railroad and express companies, telegraph and telephone companies, or steamship companies.

5. Holding positions of responsibility in banks and trust companies.

6. Helping to enlarge some department of a business or starting a new business for oneself.

OPPORTUNITIES IN THE PROFESSIONS

1. Teaching, which includes every subject from business and agriculture to art.

2. Religious work, in any one of the many denominations.

3. Practicing medicine or surgery, which includes working for a salary in a dispensary or another doctor's office, or on the staff of a hospital.

4. Practicing law, which includes making wills and doing legal office work for another person ; practicing for oneself, either in general law work or in some special branch (for example, patents) ; acting as judges of courts.

5. Architectural work, which includes designing factories, business blocks, schoolhouses and other public buildings, private dwellings, ships, and bridges.

6. Engineering, which includes opening up mines, laying out railroads, building bridges, making harbors, deepening, canalizing, or changing the course of rivers, digging canals.

7. Painting, illustrating, and designing, including (1) work done independently and sold wherever possible and (2) salaried work for magazines, newspapers, stores, and factories.

8. The musical professions, including the playing of musical instruments, singing, and teaching music.

9. Writing and editing books, and writing articles, stories, poems, etc. for magazines and newspapers. Many writers are regularly employed by magazines, newspapers, and book-publishing houses. There are, however, many who write independently and sell their work where they can.

10. Social or welfare work, which includes conducting settlements, visiting the sick, and making studies of poverty and disease.

11. Nursing in hospitals, dispensaries, factories, stores, and private homes.

OPPORTUNITIES IN THE TRADES

- | | |
|---------------------------------------|------------------|
| 1. Carpentering. | 7. Shoemaking. |
| 2. Painting and papering. | 8. Dressmaking. |
| 3. Electric installing and repairing. | 9. Millinery. |
| 4. Machinist work. | 10. Cooking. |
| 5. Plumbing. | 11. Many others. |
| 6. Work in cement. | |

OPPORTUNITIES IN GOVERNMENT WORK

Holding such offices as those of president, vice president, cabinet member, member of Congress, governor, and hundreds of others, which pay a salary but are only temporary.

Civil-service positions, such as those of stenographers, clerks, bookkeepers, agents, and experts in agriculture, mining, and commerce, which pay a salary and are permanent positions.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and should be cultivating the following skills and attitudes:

HABITS

1. Working while you work and playing while you play.
2. Keeping eyes and ears open to learn everything possible about different kinds of work.
3. Doing every task thoroughly.
4. What others?

SKILLS

1. Ability to excel in some kind of work.
2. Ability to investigate work opportunities.
3. What others?

ATTITUDES

1. Respect for all honest work and workers.
2. Impatience of slipshod work and workers.
3. Fearlessness of all obstacles.
4. What others?

SPECIAL WORK FOR THE PUPIL

Testing Yourself

It is important for you to find out before the end of the term whether you are getting ahead in your studies. Every successful business man takes stock regularly of his goods on hand, his receipts, and his expenditures. These show his profits and losses. His main effort, of course, is to make his profits as great as possible and his losses as small as possible.

Your business just now is not to make money but to master the ideas and information in this book, and to be able to use them in your living. You will therefore need to do what we have just said the business man finds it necessary to do frequently — take stock of your goods, that is, your skills. To find out whether you are gaining or losing you need to ask yourself such questions as these :

1. Have I *grasped* the ideas given in the preceding chapters?

Some ideas and information have been presented in the printed text, some have been brought out in the discussions in class and others in the Pupils' Activities. Out of what you have learned in these three ways you should have grasped a series of ideas.

2. Have I been able to *organize* these ideas, that is, arrange them in orderly fashion in my mind?

Just to have in your mind a large number of ideas and facts will not prove of great advantage to you. Each chapter should be like a design or pattern for wall paper or tapestry, each idea and fact being a part of the pattern. Unless you can see how each idea is related to the others you cannot fully understand its importance.

3. Can I *remember* the essential points?

After you have finished a chapter can you sum it up in three or four sentences or in a brief outline? If you can do this well, you can

easily remember the essential points. (Are you sure that you understand what *essential* means?)

4. Can I *express* what I have learned correctly, clearly, concisely, in both conversation and writing?

Writing and telling what you have learned is one of the most important parts of all school work. Without this ability the time spent in school is largely wasted.

These are the four things that you must do to master any school subject — grasp, organize, remember, express.

The following are some tests that the teacher will arrange for you to take so that you may judge whether or not you have the skills we have just been talking about :

Special Tests for the Pupil Based on Chapters I-III

Test I. 1. Read thoughtfully again the first page of Chapter I. Then close your book and write briefly just why the following statement can be made :

Every young person who reaches the age of eighteen has cost somebody at least \$8000 in money.

2. Why does government spend large sums of money in educating young people?

Test II. Someone has said that every important piece of original work has been accomplished by a man or woman with

native ability,
adequate preparation,
energy enough to overcome obstacles.

Name some person who has achieved something of importance. Show just how the three qualities mentioned made possible the success of this person.

Test III. After reading again pages 31-34, 44-47 of Chapter III, close your book and write briefly your solution of the following problem :

Amos Deane's parents have kept him in school through the Senior High School, but on account of his father's ill health and other family disappointments, they cannot afford to send him to college. Amos has been an excellent

student and has won a scholarship, entitling him to \$500 a year for four years. He is uncertain about what is best for him to do, as preparation for a life of successful service. Before he decides what type of work he will fit himself for, he must do some careful thinking.

Write out your answers to the following questions :

1. What should Amos Deane know about his health, his habits, and his abilities before he decides how to use his career? Who can help him to know himself?

2. Choose some one of the kinds of work for which he might prepare himself, and tell of some features in his training that would be very important.

3. If at the end of fifteen years he is really successful, to what three important factors will this success probably be due?

Test IV. Write a brief conversation that might take place between two boys, both of whom are in school and have not reached the age when they can go to work. One boy is complaining bitterly of the law that forces him to stay in school when he wishes to be earning money. The other, who intends to go through college even if he has to work his way through, is defending the law and showing why it is necessary both for the welfare of each boy and girl and for the good of the country.

CHAPTER IV

OPPORTUNITIES FOR EARNING A LIVING IN THE UNITED STATES

Since you are every day getting nearer the time when you will start earning your living, naturally you want to know whether there will be work for you. There are about thirty million boys and girls in the grades and high schools of the United States today. Will there be work for all these thirty million?

This chapter is an answer to this question that means so much to you, and the next three chapters are also a part of the answer.

Why the People of America are Fortunate

Shortly after the World War there was a popular song in Vienna called "Have you an Uncle in America?" This song is supposed to give a father's answer to a young man who wanted to marry his daughter. If translated, the chorus would read something like this:

Have you an uncle in America?
Have you an aunt in America?
Have you a relative
Or a friend
In Chicago
Or any other place?
Have you an uncle in America?
Have you an aunt in America?
Or a friend
In America?
If so, I'll say "Yes."

In the United States there are more jobs than in any other country. People in every part of the world know this. That

is one reason so many foreigners are eager to come here. Even to have a relative in this land of the job was supposed to be a recommendation for a boy living in Vienna, where at that time there was so little work.

Today, just as at the time of the World War, America seems to many people a land of mysterious wealth. A newspaper of February 14, 1921, carried these headlines:

<p>AMERICAN FORTUNE FOR A BELGIAN GIRL</p> <p>Servant in Little Village Inherits Nine Mil- lion Francs from a Great Uncle Here</p>

The newspaper then went on to tell of an old man, feeble and poor, who lived in a town in Belgium with his granddaughter. The girl worked as a servant for a wealthy family. Life was hard for both of them, and neither dreamed of having riches. The grandfather had almost forgotten about a brother who as a boy had left Belgium to seek his fortune in America. But one day he received word that his long-lost brother had died in the United States, leaving his granddaughter a fortune. The immigrant Belgian boy had become a rich old man in America! No wonder that the people of Europe make songs like "Have you an Uncle in America?"

The United States the Home of the Job

For more than fifty years the United States has been known as the "home of the job." Was this true, and is it still true? There is no gold or silver or treasure of any kind lying around to be picked up, but there is an amazing amount of work to be done.

In the years 1905-1907 more than three million people came to the United States from foreign countries, practically all of them to find work. Each year the population of the country has increased; each year there are more and more workers. Where does all this additional work come from?

Will there always be enough work to keep the people prosperous?

These and other questions have probably flashed into your minds. We need to find answers to some of them in order to



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From distant countries these women have come to America because it is the home of the job

understand why there is so little unemployment here now, and how we can prevent poverty from gaining a foothold here in the future. The answers are specially important to the pupils still in school. Shall you find opportunities waiting for you when you finish school, or may you have to go to some other country to find a real opportunity?

Pupils' Activities

1. Is there work for all the people of your community who need it? If not, what is the cause?

2. If you have a foreign-born friend, ask him why he came to this country. Discuss the reasons in class.

What Makes Jobs?

When this question was asked of one class, some of the answers were the following :

1. Employment agencies.
2. The government.
3. Farmers.
4. Men who own factories.

These are not very good answers. Jobs are made possible by three things: (1) natural resources of soil, forests, minerals, water; (2) men and women who have the ability and the desire to make good use of these natural resources; (3) government protection and assistance.

Work depends first of all on Natural Resources

The chief reason that the United States is today a country of work opportunities is that it has such fertile soil, such large forests, such rich mineral lands, and such extensive rivers, lakes, and seacoasts. Every kind of work, as can be easily shown, is based directly or indirectly on one of these resources or on a combination of them.

1. *Farmers* make use of fertile soil to produce food and other crops. They grow either foodstuffs, like grain, fruit, and vegetables; or cattle and poultry, which are turned into food; or raw materials like cotton, which are made into clothing and other useful articles.

2. *Miners* take out of the earth iron ore, coal, oil, granite, gold, silver, and a large number of other minerals. *Lumbermen* obtain wood from the forests, which is used for fuel, building, paper, pitch, turpentine, rayon dress goods, and many other articles. *Fishermen* obtain fish from rivers, lakes, and ocean, to be used for food, medicines (for example, cod-liver oil), fertilizer, glue, and many other articles.

3. *Manufacturers* take the cotton, wheat, hides, and other products of the farmer and turn them into cloth, flour, leather, etc. They take the iron ore, the coal, petroleum, etc. obtained by miners and make stoves, steel rails, gasoline, and thousands of other articles.

4. *Transportation workers* convey the products of the farms, mines, forests, rivers, and lakes to the manufacturers, and the manufactured goods from the factories to the users. (Railroads, roads, rivers, lakes, oceans, and air are used for transportation.)



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The Washington monument in the national capital symbolizes the spirit of America. So also do the smoking chimneys

5. *Business workers* buy from the farmer and miner and sell to the manufacturer; they buy from the manufacturer and sell to the people. They conduct banks to aid in buying and selling.

6. *Trade workers* use the materials obtained from soil and mines to make into such things as houses, machinery, clothing, etc. (The carpenter uses the wood from the forests, and nails from iron ore; the painter uses paint made from trees and minerals; and so on.)

7. *Professional workers*, like the doctor, the lawyer, and the teacher, are for the most part secondary workers, who do services for the farmers, miners, manufacturers, etc. The chance to work at their professions, however, depends on the prosperity of the other workers.

Most of the workers in the United States belong to one of the first five classes. The grocer sells what the farmer, miner, and manufacturer produce. The milkman sells one of the many products of the farmer. The coal dealer sells a product of the miner. The cashier of the bank deals with the funds with which the buyers and sellers do business. The man who deals in automobiles is selling what has been made from iron ore, wood, varnish, glass, rubber, — all of which are minerals or other products of the soil. The seller of gasoline is handling a product made from petroleum, which is taken from the earth.

The work of all these classes of workers makes necessary stenographers, bookkeepers, office helpers, builders, carpenters, mechanics, and many others. Doctors, teachers, and the other professional workers are indirectly as dependent on the soil, mines, forests, lakes, and rivers as are the farmers and miners.

Pupils' Activities

1. What could you say to prove the truth of the last statement?
2. Make a list of ten different workers or occupations that you come in contact with. Show how each of these makes use of or is dependent on natural resources. Copy this into your civics notebook.
3. What natural resources are necessary to make electric lights possible? Remember that light comes over a wire, is encased in glass, is turned on by a button or a chain.
4. Take several articles in your house, and tell what each is made of and trace it back to different natural resources.
5. On what natural resources do the chief occupations of your community depend? Probably your community is not near all these natural resources. How, then, does it secure them? Write the answers to these questions in your civics notebook.

All Articles come from Natural Resources

All the work that is performed in the United States, as in every other country, consists in providing for you and the rest of the people the things you want. What are these things?

The list would differ with each person, but it probably would include

1. Food.
2. Clothing.
3. Shelter.
4. Furniture.
5. Conveniences such as bath and telephone.
6. Books.

If you take any item in such a list and think out in detail how it is provided, you will see that to provide you with these things workers have earned their living by utilizing in some way the soil or the water, or the things which lie under the soil or in the water.

The first reason, then, why most of the families in the United States have not only the necessities of life but also many comforts and luxuries is because we are so fortunate in our

- | | |
|--------------|-------------|
| 1. Soil. | 4. Lakes. |
| 2. Minerals. | 5. Ocean. |
| 3. Rivers. | 6. Forests. |

These are the source of the food, clothing, shelter, warmth, convenience, and beauty which we enjoy.

Learning about our Natural Resources

Since your opportunity to find work will depend, first of all, on our natural resources, we shall take time in the next chapter to study about them. Remember that whether you are to be a bridge-builder or stenographer, statesman or poet, your food, home, and comforts all depend on these things — soil, minerals, rivers, lakes, forests.

Pupils' Activities

Retell this chapter in your own words. Tell it in two different ways: (1) to a pupil in a lower grade; (2) to your parents.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and should be cultivating the following attitudes :

HABITS

1. Reading newspapers and magazines to learn about the prosperity of the nation.
2. What others?

ATTITUDES

1. Pride in your nation.
2. Realization of your dependence on natural resources.
3. An understanding of other countries' needs.
4. What others?

CHAPTER V

WHERE WORK AND PROSPERITY COME FROM

Food and Work depend first of all on our Soil

People cannot do good work unless there is plenty of food. All food comes directly or indirectly from the soil or from the water, but chiefly from the soil. Therefore the prosperity of all the workers depends first of all on the soil.

Moreover, thousands of workers get their living by growing things in or on the soil. These are farmers, truck gardeners, fruit growers, cattle and sheep raisers. Other thousands get their living by making the wheat and corn into flour, canning the fruit and vegetables, and in other ways preparing food and getting it to the workers in all parts of the country.

Good soil is a nation's most precious possession. Does the United States have enough soil for all its present needs and enough for the immediate future?

The area of the forty-eight states is 3,026,789 square miles. Rivers and lakes occupy about 53,000 square miles, and cities, towns, and roads about 60,000 square miles. We have, then, about 2,913,000 square miles of soil. But not all soil is good soil.

What Good Soil Is

Some soil is too dry to be good, some is too moldy and wet, some is too coarse. Fertile soil must contain these minerals and chemicals — carbon, hydrogen, oxygen, phosphorus, potash, nitrogen, sulphur, calcium, iron, magnesium. Only when it contains the necessary amounts of each is it good soil. If you do not know what these words stand for, look up their meaning in the dictionary.



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Only fertile soil will produce crops of wheat like this

For growing crops such as grains, vegetables, and fruit only that soil is suitable which

1. Contains all the elements given above.
2. Has sufficient water, through rainfall or irrigation.
3. Is located on level stretches or easy slopes.
4. Lies in regions which have at least ninety days between the last heavy frost in the spring and the first in the fall. (Otherwise there would be no time for crops to ripen.)

How much Good Soil do we have?

How much of this kind of soil do we have? There are about 1,903,000,000 acres of land in the United States. Of these acres the following cannot at present be used for the growing of crops:

1. About 70,000,000 acres of desert.
2. About 60,000,000 acres of swamp land.

WHERE WORK AND PROSPERITY COME FROM 61

3. About 80,000,000 acres of cut-over land (forest land from which trees have been cut, but on which nothing has been done either to plant new forests or to clear the land for cultivation).

4. About 400,000,000 acres of land too hilly or rough for growing crops.

5. About 40,000,000 acres occupied by cities, towns, roads, etc.

Pupils' Activities

Do the exercise in arithmetic to find out how much fertile soil the nation has which it can use in any year.

Do we have enough Good Soil?

These figures mean that while you are in school and for a long time ahead there will be enough good land to produce food for the people and enough work for thousands of farmers — fruit growers, wheat and corn growers, cattle farmers, dairy farmers, and all the others. But perhaps you have read of the large numbers of country people who are leaving the farms, to work in the city. You wonder if this means that there are too many farmers or that the pay on the farms is too small.

For many years there were more farmers than the nation needed. The rapid invention of one labor-saving device after another had reduced the number of men needed on the farms. But this was only a temporary condition. In future years, in spite of increasing inventions, the nation will need more and more farm workers.

Pupils' Activities

1. Make as complete a list as possible of (1) the different workers who make their living by cultivating the soil, and (2) such workers as railroad employees, who are indirectly dependent on the cultivation of the soil for their living. Copy these lists into your civics notebook.

2. To get at the problem another way, imagine that suddenly every person who now raises cattle or grows fruit or vegetables or

grain leaves this work and takes up something else. What other workers would be affected?

3. Name ten different kinds of factories which use the products of the farm in manufacturing articles to sell.

What about the Future?

We have enough soil for the present; but what about the future? If our population increases steadily, shall we still have enough good soil to produce sufficient food? Probably not. We can increase our population many times, but we cannot increase our acres. Besides, soil wears out. Already much of it has been so worn that each year it produces less and less. In the future, then, if we are to continue to raise sufficient food, we must

1. Repair, if possible, our damaged soil.

2. Reclaim our deserts and swamps.

In other words, we must conserve our soil. "Conserve" and

"conservation" are words that you will hear often and should therefore understand. "Conserve" means "to take good care of." Conservation of natural resources is the proper care of natural resources. When we speak of saving or conserving our resources we do not mean "not using them" but "using them wisely."



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One of the products of the soil, cotton seed, to be used for oil and fertilizer

Repairing Damaged Soil

Worn-out soil is soil which has been used for the same crops year after year without rest or proper food. Every crop takes from the soil some of the elements named on page 59, but no two crops take the same amounts. To grow the same crop on the same area year after year will wear that soil out rapidly. The wise farmer varies his crops from year to year.

In the past many farmers did not understand the soil. The result is that we have thousands of acres which will not produce enough to yield a good return. The remedy for such land is rest and the use of fertilizer which will put back into the soil some of what the crops have taken out.

Another way in which soil can be damaged is through *erosion*. "Erosion" means "wearing away." Floods and winds can carry away enough of the surface soil to make the land very poor. Mountain sides and slopes over which heavy rains fall or winds blow may lose the best part of their soil. The remedy for such loss is found in levees and dams to prevent floods, and the planting of trees to break the force of winds and to keep the rain water from escaping too rapidly.



A part of the waste of the deserts, giant cactus, to be found in some of our states

Pupils' Activities

1. Compare the present prices of flour, sugar, cream, and fresh vegetables in your community now with those which were asked

when your parents were your age. What do you think are some of the reasons for this change?

2. Is there any worn-out land in your section? If so, what is being done with it or about it?

3. Explain what "rotation of crops" means. How do the farmers nearest your home "rotate" crops?

4. If you plan to be a farmer, where shall you locate? What about the soil in this location?

5. How can you get positive information about the quality of soil on any farm that you think of buying?

Swamps and Deserts are Soil Problems to be Solved

In most states there will be found areas that are too swampy or too dry for use in their present form. Some of the most extensive of these lie in the following states:

SWAMP LAND

Florida

Louisiana

DESERT LAND

Utah

Idaho

Arizona

New Mexico

California

Nevada

Besides the swamps, some states have extensive marsh lands along the seacoast. At high tide these are partly flooded, and at all times they are unsuited for cultivation.

To reclaim swamp or marsh land so that it can be made to produce food or forests, the water must be drained away. To reclaim desert land so that it can be made to produce food or forests, water must be brought to it.

Some of the areas that need to be reclaimed are so extensive that only the government can do the work. Hence, while private owners are reclaiming small areas here and there, the government is busy developing large areas.

In the year 1926 the Department of the Interior, at Washington, reported that its year's work included among other things :

1. Irrigation for 1,802,970 acres not previously irrigated.
2. Providing partial water supply for 1,340,000 acres previously without water.

Pupils' Activities

1. Do you know of any swamp or desert area that has been reclaimed? If so, tell how.

2. How could the waste land in your state be reclaimed? Is anything being done or any plan being made to reclaim this? Sketch in your notebook an outline map of your state and indicate approximately where any extensive area of waste land is located.

3. A great many stories have been written of the problems of deserts and swamps. Some of these are

The Winning of Barbara Worth
Desert Gold
The Octopus
The Tale of the Dismal Swamp

If you have read any of these, tell about them. If you have read similar stories, tell about these.

4. Every year certain books are published telling about the effort that Americans are making to conquer deserts, swamps, and other difficulties. These are the reports of the government at Washington. They do not read like stories, but stories are hidden in them. It is to these that story-writers might go for facts. Get one of the reports from your library or send to the Superintendent of Documents at Washington.

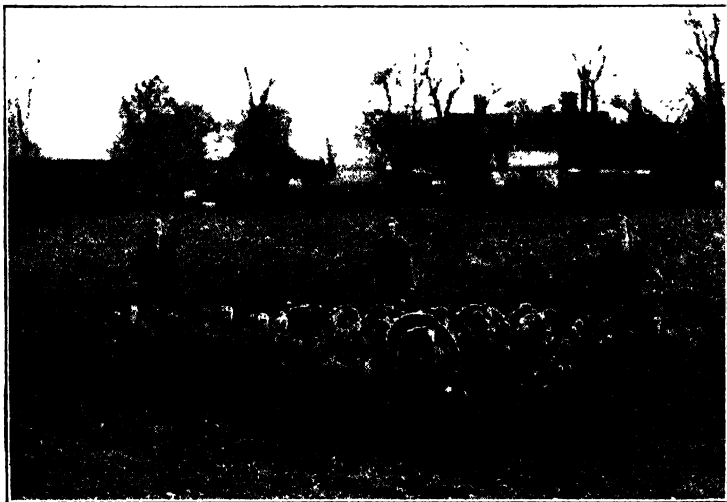
Shelter and Work Life depend on our Forests

Shelter is almost as important as food. Shelter from heat, cold, storms, insects, and animals is necessary to preserve life, promote health, and make home life possible. Men could not have worked out inventions, could not have developed the sciences, without adequate means of shelter. That nation is fortunate which has an abundance of the materials which make comfortable homes. From the days of the early

Virginian and Plymouth settlers our forests have been the chief source of both shelter and fuel.

The forests, of course, depend upon the soil. They are a product of it ; but here we shall study them separately. The chief uses of our forests are these :

1. They furnish timber for building houses and making furniture, wood pulp from which paper is made, and many other things.



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Can turkeys be raised in all parts of the United States? Give reasons for your answer

2. They act as natural dams to hold back water from the main streams of great rivers, thus preventing floods.

3. They nourish springs and brooks which feed rivers and lakes.

4. They prevent erosion.

5. They provide recreation grounds for the people.

6. They help to temper the climate.

7. They provide shelter for birds and other wild life.

Only in the case of number 1 can we measure the value of the forests to us in dollars and cents. By a recent census the value of all the forest products of that year was \$3,633,034,000.

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To help you to get a definite idea of what forests mean to the people in the way of jobs and prosperity, one or more problems on each of their seven uses have been given below. Perhaps you can think of other problems.

Pupils' Activities

1. Name the kinds of workers who have to do with

- a. Growing forests.
- b. Cutting timber and getting it to market.
- c. Making articles from wood.

2. If our timber supply should suddenly be exhausted, and if it were impossible to buy wood elsewhere, who are some of the workers that would be forced out of employment?

3. Make a list of the articles in your home or surrounding it which are made of wood. (Don't forget that the heels of shoes are often made of wood and that wood fiber is used in rayon dress goods.)

4. Make a list of the principal uses of wood in your community. If a newspaper is printed, find out where the paper is made, and from what forests the timber that goes into the paper is cut.

5. If there is any brook or river near your community, find whether its source is in a forest or other wooded area.

6. Trace to its source on the map one of the largest rivers in your section. Learn as much as you can about the areas where its branches rise. Do forests nourish these branches?

7. What are some of the vacation resorts to which the people of your community go in hot weather? Are the lake and mountain resorts bare or wooded? Show how woods or forests add to the comfort and pleasure of vacationists.

8. What is the meaning of the word "erosion"? How can forests prevent erosion? Do you know of any place where lack of forests has resulted in wasteful erosion? Do you know of any place where forests have probably prevented wasteful erosion?

9. In the early days, getting and selling furs was the chief means of support in some of the colonies. Where do most of our furs come from today?

10. How do the birds which make the forests their home contribute to the prosperity of the people?

Have we enough Forests for our Needs?

Since so much of our prosperity depends on our forests, we naturally hope that we have enough square miles of them to answer our needs for many years to come. Have we?



This is where some of our forests go — into paper, which is used for a day and cast aside

On pages 60-61 you learned these facts about the land area of the United States:

Total area	1,903,000,000 acres
Area usable for production of crops	1,253,000,000 acres
Area unusable for production of crops	650,000,000 acres

Of these acres now unused for food crops, how many might be used for forests?

According to a recent government report about five hundred million acres are now covered with forests. Of the remaining land that is used neither for crops nor for forests, much can be made to grow forests.

We have not yet had a wood famine in the United States, but we have been almost criminal in our waste of forests.

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1. We have wasted them by ruthless cutting. To cut down all the trees in a given area spoils the "stand." By cutting out only the mature trees at any one time, a forest need never be destroyed (except by fire or flood).

2. We have wasted them by forest fires. Not all forest fires can be prevented, but many can be.

The people are now trying to prevent both kinds of waste by a campaign of education designed to show the need of conservation.

Planting and Protecting Forests

Not only are the people trying to prevent fires and wasteful cutting, but they are planting new forests. In a recent year about 1,626,659 acres of forests were planted in the United States.

One of the surest means of protecting forests is for the government to own important wooded areas. The national government owns much forest land. Many of the states also own forest land.

Pupils' Activities

1. What part of the five hundred million acres of forests mentioned above lie in your state? What kinds of trees are the principal growth? What are the chief uses of the lumber cut in your forests? (To get this information and that required for the following activities, write to your state department (or bureau) of agriculture or forestry for the necessary pamphlets or reports. First make sure that your school library does not already have these.) On the outline map of your state which you have inserted in your notebook, sketch in the forest areas.

2. Has any disease or blight attacked the trees in your state recently? If so, how is this being fought?

3. How are the forests nearest your home protected from fire? Does the airplane have any part in this protection?

4. Do you know of any tree-planting in your state? How would you start such an enterprise?

5. Are there forest areas in private ownership which you believe ought to be owned by the state or the nation?

Our Work Life depends partly on Water Resources

You are familiar with the different natural bodies of water which at present constitute part of our natural wealth: oceans, bays, rivers, lakes, ponds, brooks, underground water.

To understand how necessary water is for your prosperity, remember that

1. You must have several glasses of drinking water every day, lest your health suffer.
2. There must be water for cooking vegetables, tea, coffee, and many other articles of food.
3. There must be water for bathing.
4. There must be water for washing dishes, floors, clothes.
5. In cities there must be water for carrying away sewage.

Here are a few of the ways in which water contributes to the nation's prosperity :

1. Water is necessary for the growth of crops and forests.
2. Water is necessary for drink for animals which furnish us food and help us to do our work.
3. Water is the home of many valuable kinds of fish and shellfish.
4. Water is necessary in the manufacture of most kinds of goods, and for carrying away the sewage and other waste from factories.
5. Water is valuable as a source of power when it is dammed or when it flows over natural waterfalls.
6. Water (in the form of lakes, rivers, and oceans) is valuable as a highway for boats carrying goods and passengers.

If you will examine these lists carefully, you will see that without abundant water resources there would be less food, less shelter, less work for thousands of people. It is important, then, to know about the water resources of the United States and whether there is any likelihood of a shortage of these.

Pupils' Activities

1. In which of the ways mentioned above are the bodies of water which lie within or near your state beneficial to it?
2. Tell how the oceans, chief rivers, bays, and lakes are valuable to the whole nation.

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3. To find out how fortunate the United States is in its water resources, compare

a. Our three largest rivers with the corresponding rivers of

England
Russia

France
Brazil

Germany
Italy

China

b. Our Great Lakes with the largest lake or group of lakes in these countries.

c. Our shore line with that of the same countries.

4. Do you think that any of these countries is more fortunate than the United States in water resources? If so, tell why.

5. What workers in your community earn their living in occupations dependent on large supplies of water?

6. If the United States had no seacoast or harbors, what present occupations would be impossible?

7. What occupations depend on water power? on navigable rivers? on harbors? on lakes?

Do we have enough Oceans, Rivers, Lakes?

We have seen what kinds of natural water resources we have and how they are necessary to our prosperity. What we want to know now is, Do we have enough oceans, rivers, lakes, for our present needs?

1. We need more rivers to irrigate the arid sections of the West. On page 60 you saw that we had seventy million acres of desert. Forty million acres of these could never be reclaimed because there is no water available. There is no way of making rivers. Men can change the course of rivers, but no human power can create them.

2. We need more rivers for transportation. So keenly have men felt the need of more rivers that they have built canals in various parts of the United States. But canals can be made, as a rule, only in the vicinity of lakes and large rivers, and thus there is a limit to the number of miles of canals which we can create.

3. We need more lakes to temper the climate and make canals possible. Many sections of the country are excessively hot during a part of the year. This great heat could be somewhat lessened if there were more large lakes in these sections. But, as in the case of rivers, men are powerless to make what nature has failed to provide.

Is there Danger of Losing our Water Resources?

Since we do not have all the water resources we need, it is important that we cherish what we have. Can this be done easily, or is there danger that we shall lose some of them?

The great danger is that we shall waste these resources because of ignorance or carelessness. We might deprive ourselves



© George R. King

One of the many rivers which make their way to the Atlantic, furnishing power, water for communities, and transportation

of the usefulness of our streams by cutting down our forests that nurture them, and by allowing erosion of hills and slopes to clog and dry up the streams. We should be wasting a river if its water could be used to nourish desert land and we failed to make this possible. To make use of such a river, huge dams would have to be built, and irrigation canals dug from these dams to the land that needed the water. In some cases the whole course of a river can be changed so that it will flow where it will do the most good. We have already accomplished something in the way of using rivers where they are most needed.

In 1927, as the following newspaper lines show, we terribly wasted our greatest river, the Mississippi.

**PRESIDENT COOLIDGE'S APPEAL
FOR FUNDS TO HELP RED CROSS
IN AIDING THE FLOOD REFUGEES**

The White House, Washington,
April 22, 1927

To the People of the United States :

Eight states of the Union are suffering one of the most extensive floods in the history of the country. For more than two weeks the waters of the Mississippi River and its tributaries, swollen to record volume, have been overwhelming and breaking through the levees raised to confine them within their courses. They have deluged millions of acres of agricultural land, inundated many towns, and driven thousands of people from their homes. The crest of the flood is advancing southward daily, creating new ruin.

In the past few days the situation, instead of improving, as had been hoped, has been rapidly growing worse. The flood waters have continually forced new breaches in the levees, despite the efforts of hundreds of workers, with consequent increased destruction. . . .

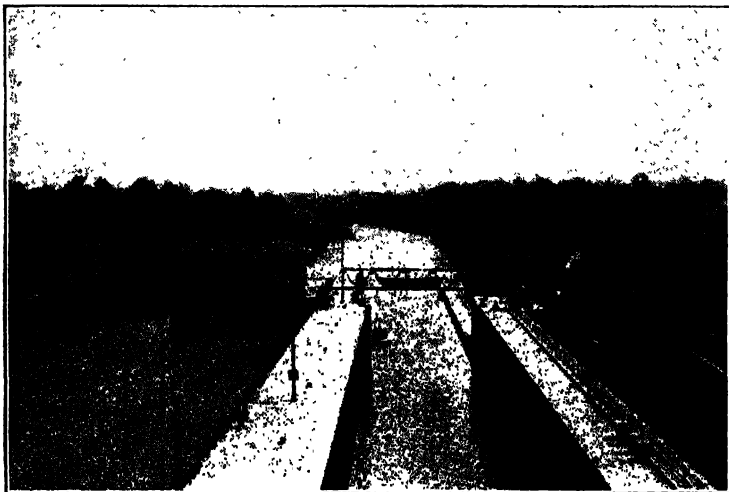
The government is giving such aid as lies within its power. Government boats that are available are being used to rescue those in danger and carry refugees to safety. The War Department is providing the Red Cross with tents for housing refugees. The National Guard, state and local authorities are assisting. But the burden of caring for the homeless rests upon the agency designated by government charter to provide relief in disaster—the American National Red Cross. For so great a task, additional funds must be obtained immediately.

It, therefore, becomes my duty as President of the United States and President of the American National Red Cross to direct the sympathy of our people to the sad plight of thousands of their fellow citizens, and to urge that generous contributions be promptly forthcoming to alleviate their suffering. . . .

I am confident that, as always in the past, the people will support the Red Cross in its humane task.

CALVIN COOLIDGE

In this flood not only billions of tons of water but millions of dollars' worth of buildings, gardens, farm crops, and other property were wasted. Heavy spring rains filled the river channel with so much excess water that the levees which had been built to hold back the river gave way. The people had not learned how to control the Father of Waters. Hence this waste of homes, farms, and valuable soil.



One of our many canals

Here are some of the other ways in which we either have not made as much use as we might of our water resources or have actually wasted them :

1. We have not yet made use of the power of many of our swift rivers and waterfalls.
2. We have frequently allowed rivers and lakes to become polluted with sewage.
3. We have allowed harbors and river channels to become clogged with sand and débris so that shipping is hampered.
4. We have failed to have enough lighthouses, buoys, and other helps for ships on oceans, bays, and rivers, in and near the United States.

Pupils' Activities

1. Make a list of the chief water resources of your state and your county. Copy this into your notebook.

2. Where does your drinking water come from? How is it brought to your community and home? If this supply should fail, what other source might be used?

3. Do any of the food supplies which your family use come to you wholly or partly by water? If so, tell how and why.

4. Is there any water power near your community or in your state going to waste? If so, do you think it could be profitably used?

5. Tell about the building of the Panama Canal and how this canal will help the prosperity of the nation.

6. In certain regions the rainfall is inadequate, and the soil cannot be made productive without irrigation. If you live in one of these sections and if it is irrigated, tell what stream has been used for this purpose. If your region is unirrigated, tell whether it could be irrigated and, if so, how.

7. What states were affected by the Mississippi flood referred to on the preceding page? What is now being done or planned to prevent another such flood?

8. The Gunnison River is one illustration of a stream whose course has been changed to make it more useful. Do you know of any other streams of which this is true?

Food, Shelter, and Work depend also on our Minerals

How do minerals provide food, shelter, and work? In three ways: (1) by helping to make the soil fertile, (2) by supplying materials for shelter, (3) by supplying raw materials for many articles of everyday use.

Making the Soil Fertile

On page 59 you saw that all fertile soil must contain the following elements:

Phosphate
Potash
Sulphur

Calcium
Iron

Magnesium
Nitrate

When these minerals are a part of the soil, they consist of such small particles that only a chemist can separate and identify them. While they may not be visible to your eye, yet they are there, doing their part in making things grow.

In addition to these minute mineral particles which make up the soil, there are large deposits of some of these minerals.



© Keystone View Co.

Shoveling salt in one of our Western salt mines. Did you know that salt is one of our mineral products?

Therefore when soil lacks any of the necessary mineral ingredients, they can be secured from these deposits and made into fertilizer, to sell to farmers to use in their soil.

The minerals which poor or worn-out soil is most likely to lack are phosphate, potash, and nitrate. The United States has large deposits of phosphate, small deposits of potash, and very little nitrate. The nitrate mines of Chile and the potash mines of Germany have long helped to supply the people of the United States with those precious minerals.

Pupils' Activities

1. Recently a huge plant for making nitrate directly from the air, to cost more than \$60,000,000, was started in a Virginia town. How can nitrate be made from the air? The teacher of chemistry in your high school could tell you about this. Perhaps your parents or your older brother and sister can tell you.

2. If your parents have a garden, find out what kind of commercial fertilizer they use and what minerals it contains.

Minerals Supply Materials for Shelter

The second way that minerals are necessary to us is as a source of materials for shelter. Once only the adobe houses and rude wigwams of the Indians and the wooden houses of the white man were to be seen in this country. Today the people live in buildings made of wood, brick, cement, steel, and granite and other stone, — all of which, except wood, are mineral products. If we had had to depend wholly on our wood supply, our greatest cities would never have sprung up. Our forests alone would not have provided shelter for a population of millions of people. Can you imagine the skyscrapers of New York, Chicago, San Francisco, and the other cities being built of wood?

Supplying Valuable Materials for Manufacturing Purposes

Even if our soil could produce all the food and the materials for shelter that we need, we should not be able to get these readily without an abundant supply of such minerals as iron, copper, and granite; for it is from these that we make rails, bridges, locomotives, automobiles, roads, telephone and telegraph wires, and many other things connected with transportation.

Certain minerals are also necessary to help us keep warm, to make electricity, and to give us many other things that are indispensable to our comfort.

Pupils' Activities

1. All the following things (which are probably a part of your schoolhouse or its equipment) are made wholly or in part from minerals. Find out what minerals are used, and the nearest place where these can be obtained.

pen	hooks
ink	porcelain washbasin
lead pencil	faucets
furnace	gong and bell
brick	electric wiring
cement	electric-light fixtures
chalk	windows

2. The following is a list of the principal mineral resources of the United States alphabetically arranged. Place an × against each of these that is known to exist (1) in your community, (2) in your state.

arsenic	mercury
clay	millstone
coal	petroleum
copper	platinum
gold	potash
granite	sandstone
graphite	shale
gypsum	silver
iron ore	slate
lead	sulphur
limestone	zinc
marble	

3. From the most recent census report find out what was the estimated mineral wealth of the nation; of your state. Find out one or more uses for each of the minerals in the list above.

4. Find out what you can about our supply of five of the most important minerals.

5. Are any minerals mined in your community? If so, are they used in your community? If not, where are they used? How are they used?

6. On an outline map of the United States indicate in red, blue, and green crayon where deposits of coal, iron, and petroleum are located. Include this in your civics notebook.

7. Prepare a class exhibit of the minerals produced in your state.

The Three Fates — Iron, Coal, Petroleum

Coal, iron, and petroleum have been called the "three Fates of our modern civilization." What does this mean? The ancient Greeks believed that there were three Fates, goddesses who decided what each person's life should be — how long he should live, how much happiness and sorrow he

should have. Therefore to say that coal, iron, and petroleum are the Fates of our civilization means that these decide how much comfort and discomfort, and perhaps even how long a life, we shall have. Probably you would think gold or diamonds or silver more important to own. The United States produces few diamonds, but much gold and silver. Why are not these two minerals



Going down into the earth to bring back coal to ship to homes and places of work

our Fates? Because we cannot get warmth or power or strength from them. But we obtain all these things and more from coal, iron, and petroleum.

The only way to get a real understanding of how important it is for us to own a large supply of such raw materials as iron ore, coal, and petroleum is to look around us to see how much use we make of them. Coal helps to make steam to run factories. Machinery is made of iron and steel. (Steel is made from iron.) Steam runs many factories, whose boilers and machinery are made of iron. Petroleum runs automobiles; parts of automobiles are made from steel. Petroleum also

furnishes heat for homes and factories; part of the apparatus for this heating is made from iron. Is it any wonder, then, that we call these minerals the three Fates?

To help you to understand how these minerals affect all our modern life, we shall give a little more space to one of them — iron — and leave it to you to make a similar study of coal and petroleum.

So important is steel to our prosperity that business men in every state watch to see how much steel is sold each week. In a recent issue of a New York paper the following news item appeared :

**FIFTY THOUSAND TONS OF STEEL
IN BIG CONTRACTS NOW PENDING**

Among orders placed during the week were 2300 tons for a municipal building at Baltimore and 600 tons for approach work for the Erie Railroad at Jersey City; 1000 tons for a new theatre at Philadelphia; 1600 tons for an apartment hotel in New York City; 1450 tons for another New York City apartment; and 2000 tons for a highway bridge at Boston.

Inquiries include 5000 tons for the New Lincoln Hotel in New York City; 800 tons for the Pennsylvania Railroad; 500 tons for a highway bridge at Atlantic City; 375 tons for Passaic, New Jersey; 600 tons for Sanderson and Porter.

This was not written for school pupils, but for hard-headed business men who scan the newspaper every day for evidences of increasing or decreasing prosperity. Although this was not intended for young readers, read it carefully, to get an idea of the kind of steel news that tells one part of the story of the nation's prosperity.

Pupils' Activities

1. If the newspaper reports that orders for steel are falling, then business men believe that prosperity is decreasing. If the orders increase, they know that prosperity is assured. Can you tell why?

2. Why was it an evidence of prosperity that an iron highway bridge was to be built in Boston (as stated above)?

WHERE WORK AND PROSPERITY COME FROM 81

3. Show how it is an evidence of prosperity that an expensive steel-framed theater should be built in Philadelphia.

4. What kinds of work result from the manufacture of the articles listed on the preceding page and from the making of steel rails, locomotives, steel bridges, etc.? Make this list as complete as possible.

5. Of the kinds of work resulting from our store of iron ore, is there any that you would like to take up? If so, tell (1) how you would prepare for it, (2) where you would have to go to get such a position, (3) what wages or salary it would pay.

6. Paste into your civics notebook several newspaper items which speak of copper, iron, steel, coal, petroleum. Indicate what these items show in regard to prosperity.

All Work depends on Natural Resources

As you have seen, all work is dependent, directly or indirectly, on the natural resources of the nation. So long as our part of the continent continues to yield abundant crops, timber, and the essential minerals, there will be food and shelter and work for miners, lumbermen, farmers, manufacturers, and sellers and other distributors of these products. When there is plenty of work for these workers, then there is money enough to provide work for dentists, lawyers, teachers, and all the other people engaged in trades and professions.

All Property and Money come from Natural Resources

Not only work but property and money come from natural resources. Property consists of land, buildings, furniture, and all the thousands of things you can own. Can you think of a single article that does not come directly or indirectly from the soil, the forests, the mines, or the water?

To create most kinds of property, labor has been added to natural resources; but here we are interested chiefly in the fact that property is a product of the natural resources of our nation.

All coins are made from minerals found in the soil, and all paper money is made from linen rags and silk — both indirect products of the soil. Coins are made of gold, silver, copper, nickel, and cheaper minerals. We are fortunate in having large deposits of these minerals in our Western states and in Alaska.

Pupils' Activities

Select ten different kinds of property and show from what natural resources they are derived.

What we have Found Out

You will remember that in Chapter IV we found ourselves wondering whether or not there would be opportunities to earn a living for the thirty million or more pupils who are now in school. In this chapter we have been working out a part of the answer to this question. To make sure that we understand just how much of the answer we have already found, we need to sum up this chapter.

This chapter has shown

1. That all jobs, or work by which people earn their living, are dependent first of all on the natural resources of the country. People cannot work unless they have food, clothing, and shelter. All these come from soil, minerals, and water.
2. That our nation is indeed fortunate in possessing a large supply of most of the resources that make possible food, shelter, clothing, and opportunities for work.
3. That these resources are limited in quantity, and that unless they are used wisely a scarcity will result and the opportunities for work will inevitably become fewer and less remunerative.
4. That the people are already trying to conserve these resources.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and should be cultivating the following skills and attitudes :

HABITS

1. Thinking of all the things you use or enjoy as made of or from natural resources.
2. Reading the news papers for items about the use of natural resources.
3. Economy in using water, electricity, gas, and other things which are valuable and rare.
4. What others?

SKILLS

1. How to fight a fire.
2. How to prevent waste of water in the home.
3. How to see that food and clothing is not wasted.
4. What others?

ATTITUDES

1. Impatience toward the wasters of natural resources.
2. Respect for those who make the soil and other natural resources useful.
3. Eagerness to take some part in finding new ways of making natural resources useful.
4. What others?

CHAPTER VI

THE PEOPLE FIND OPPORTUNITIES FOR WORK AND MAKE THE NATION PROSPEROUS

The People are the Key to Prosperity

In the first three chapters of this book we found that earning a living is one of the most important things that lies ahead of each young person. In Chapter IV we saw where jobs come from. In Chapter V we started to search for information as to whether there would be work enough for the rapidly increasing millions of pupils when they are through school. We found that natural resources are the basis of all work, and that the resources of the United States are so great that if properly used they will furnish opportunities for work for the millions of young people now in school.

Thus we have partly answered the question that is so important to all school pupils. But resources have no value until they are used. How they are used makes all the difference between prosperity and poverty. We shall therefore try to find out what kind of use is being made of this country. To learn this we shall turn our attention in this chapter to the people who make up this nation.

What Kind of People have been using This Country?

What kind of people have preceded you in this country? Have they made things easier or harder? Your history textbook has already partly answered that question for you.

When the first white settlers came to this country to live, there was nothing here but a few Indians, and forests, soil, minerals, rivers, and lakes. The wind through the forests, the

sound of the waterfalls, the cry of wild animals — these were the only sounds the first settlers heard, except the flapping of the sails or the creaking of the rigging in the ships that had brought them here and lay at anchor. No sound of horses'



Pioneering took all the courage and endurance of which men were capable.
(Courtesy of the Great Northern Railway)

feet on hard roads, no honk of automobiles, no rumble and roar of distant trains. Neither food nor shelter, neither safety nor comfort, was here.

And yet they stayed. And because they stayed and worked, and because others followed them and remained, you today have inherited not only forests, soil, minerals, lakes, and rivers, but houses made out of the forests, conveniences

made from the minerals, streets filled with automobiles made from the products of the soil and the mines, and other comforts that mount up into the hundreds and thousands. Do you not admire these men and women who out of nothing but their own courage, persistence, and hard work have transformed a wilderness into thousands of communities and millions of homes?

Each generation of boys and girls born in this country has inherited the things accomplished by those who lived before them. The boys and girls born latest have inherited most. Of all the millions of people born in this country you are the most fortunate; for your inheritance is the greatest of all. Because your inheritance is greatest, your responsibility is also the greatest.

Not only have the people of the past produced valuable possessions and opened up many opportunities for the young people of today, but the adults of today — your parents, grandparents, uncles, and other grown relatives — are still busy at tasks that will help to make your life more comfortable and give you greater opportunities. In other words, the Past has worked for you, and the Present is working for you.

What has the Past provided for You?

Look around you and try to understand just what it is that you have inherited. You find yourself living in a house, attending a school, studying books, shopping at stores, riding on trains and in automobiles, talking over the telephone, receiving letters through the mail, — in all of which you are making use of what others have provided.

The food you eat, the clothes you wear, the things you enjoy, are provided by others. When you are ready to leave school and go to work you will find employment agencies ready to help you; newspapers that advertise positions; farms, factories, stores, banks, offices, with many openings for many kinds of workers.

When Lindbergh flew across the Atlantic in 1927 he used a plane that had been made by others, he steered by a compass invented and manufactured by others, he used money lent him by interested friends. He was able to accomplish what he did because of what others had done before he was born and while he was studying in school.

In other words, like Lindbergh you find yourself in a country in which the people for several hundred years have been finding and using the resources provided by nature to make villages, towns, and cities, railroads and other means of communication, factories, stores, and other places of work.

How have they done this?

Pupils' Activities

1. Be read^{er} to give a striking word picture of the difference between the America of John Alden's day and that of today.
2. Discuss in class those things provided by the past which seem most valuable or wonderful.

The Spirit of Pluck

If when you opened your morning paper you had seen this news item, what would have flashed through your mind?

CHICAGO TO BUILD \$1,700,000 BRIDGE AND THEN PUT RIVER UN- DERNEATH IT

CHICAGO, May 24 (AP) — Chicago is spending \$1,700,000 to build a bridge beneath which no river runs.

When it is finished a channel will be dug under it, and presently the Chicago River will flow where now are only railroad tracks.

Plunging into the \$9,000,000 task of straightening a bend in the river to create more land for trackage and to open numerous streets out of the business district, Chicago discovered that Roosevelt Road would have to be closed to traffic for many months if the bridge were not built until the river was in its new bed. So it was decided to build the bridge first and move the river under it later.

"Some pluck!" is what one man said when he read it. It takes daring or pluck — whichever you want to call it — to do such things. But pluck is what Americans have been showing ever since Captain John Smith founded a colony in Virginia in 1607.

It is this spirit of pluck which partly explains the success the American people have had in turning their natural resources into railroads, bridges, houses, automobiles. This spirit is found in every state, among the young as well as the old. It was the Captain John Smith type of pluck which these two boys had :

When David Rankin was a boy of eleven, he had to leave school to help at home. The farm was heavily mortgaged, and finally was to be sold to meet the demands of creditors. When the constable came to put the family out, the boy begged to be allowed to find some way to pay the debt. With his father's consent "he plowed up a big piece of prairie, using a plow with a wooden moldboard, stopping every twenty rods to clean the mud off with a paddle. He planted corn, fattened hogs, and hauled the dressed meat forty miles to sell it." By 1919 he owned a farm of 28,000 acres in Missouri — one of the largest farms in the United States.

In 1926, on a farm in Maine, lived a farmer, his wife, and seven children. One of them, a fourteen-year-old boy, attended an academy seven miles away. The boy got up at 4.30 each morning, milked the cows, ate breakfast, harnessed up the horse, and drove to school and back. In spite of this handicap he ranked first in his studies.

It was the same kind of pluck that farmers showed in 1927 when the most disastrous flood of our history swept the Southern states bordering on the Mississippi River. Everywhere the spirit of the people was that which a newspaper referred to in this way :

**FARMERS PUSH PLOWS BEHIND THE
SLOWLY RECEDING FLOOD**

**Progress in Mississippi Delta Gives Promise
of Fair Cotton Crop**

Does it not arouse all your ambition to be reminded that so many of the people of the past and of today never let hardships and misfortune discourage them?

Pupils' Activities

1. Find in your reading (in such magazines as *St. Nicholas*, the *Boys' World*, the *Youth's Companion*, the *Scientific American*, or some other periodical) one or more instances of the spirit that has kept some poor person from becoming hopeless.

2. Ask your father or mother to tell you of instances of pluck that occurred when they were young. Retell these to the class.

3. How should you describe the spirit illustrated by the two boys mentioned above? Give other instances of this same spirit.

4. Find in your history instances of pluck which early Americans showed. What books do you own or have you read about American men and women who have struggled through great hardships and won out?

The Spirit of Enterprise

The spirit of pluck would be largely wasted if there were not plenty of the spirit of enterprise also. No matter how rich our natural resources, no matter how great our pluck, if we had not had sufficient enterprise to find ways of using these resources, we should today be no better off than if we had no resources. The coal in Pennsylvania will not heat the factories of New York City unless it is carried to New York. The wheat grown in Dakota will not be made into flour until it is carried to the flour mills. The flour will not be made into bread until it is carried far and wide to bakeries and homes.

The men who found how to use various minerals to produce such wonderful things as the locomotive, how to use coal to produce steam, and petroleum to drive engines, by this enterprise made work for thousands of people. Every new use that men learned to make of the soil, the forests, the minerals, the rivers and lakes, has meant new and better opportunities of earning a living for an increasingly large number of people.

This spirit of enterprise has given us such labor-saving devices as electric-driven machinery, electric lights, telephone and telegraph, airships, the radio. These modern inventions

are man's mechanical helpers. In many kinds of work, inventions have made it possible for one man to do what formerly required fourteen men. That is, we might say that today each worker has thirteen helpers. In other words, every factory, farm, and mine worker today can imagine that



This statue won a prize as best showing the spirit of the pioneer woman

he has around him thirteen assistants, silent and unseen. This is the chief reason why today the American worker earns more than the workers of the past or of other countries — he has more unseen help.

Groups of men (scientists we call them) study out ways of using natural resources. Other groups of men (inventors we call them) devise various tools and apparatus which result in such things as the electric light and radio. Still other groups of men (whom we call organizers) find ways to use these in-

ventions in making clothing, building skyscrapers, and producing railroad systems, electric-light and power companies, and many other things. The work of these three groups, in turn, provides work opportunities for all the others, — mechanics, carpenters, stenographers, etc.

The pupils who are now in school can take satisfaction and pride in knowing that never in the history of the world were so many people working out inventions and plans for using these inventions. In other words, your parents and the rest of

the people are using their knowledge and enterprise to bring greater prosperity and greater opportunities to the nation.

Pupils' Activities

1. Explain how the enterprise of these men has helped to make the nation prosperous: Alexander Graham Bell, Andrew Carnegie, Henry Ford, Samuel Morse, Charles Steinmetz, Thomas Edison.

2. One definition of enterprise is "harnessed energy." Give an example of harnessed energy.

Enterprise has built up our Transportation System

The spirit of enterprise has organized an efficient system for carrying things from one place to another. Today we have roads, railroads, street railways, canals, airplane routes. Nature supplies rivers, oceans, and harbors; but men have had to make all the other aids to transportation. Even in the case of rivers, lakes, and harbors, men have deepened channels, built wharves, and made boats.

To get an idea how important a part of our prosperity is due to our transportation system, you need to think of what is on your breakfast table and where it comes from. It will also help you, in understanding the part that transportation has had in the prosperity of the nation, to study some factory in or near your community. Where does it get the materials and fuel it uses? Where does it ship the finished goods?

In many cases a factory is located near its chief raw material. Bricks, for instance, are "baked" near the clay soil from which they are made. Cement is made near the lime which is used in its manufacture; glass is made near the beds of sandy soil which goes into it; pulp mills are located near the forests from which timber is secured to be ground into pulp.

On the other hand, sugar refineries are located in the heart of great cities like New York and Boston, although sugar cane is grown hundreds of miles away. Gloves are manu-

factured in cities like Gloversville, New York, although the goat skins from which they are made come from South America and other distant points.

Whether or not factories are near raw materials, they are all located on or near one or more of the means of transportation — roads, railroads, canals, rivers, lake harbors, ocean



Making trails over almost impassable mountains has been the task of surveyors who planned the routes of roads and railroads

harbors. In other words, we can have many factories to make the things we need, because we have a good system of transportation.

Pupils' Activities

1. Tell how it happens that on Monday morning a person living in Chicago can be eating fruit which on the preceding Saturday was in California. Explain all the principal processes which brought that fruit to your table.

2. If there are manufacturing concerns in your community, find out what is made in two of these factories; find out also

- a. The principal raw materials used.
- b. Where these come from.
- c. Where the manufactured goods go.

If there are no manufacturing plants, then choose some manufactured product, such as shoes, automobile tires, glass, felt hats, and find out the same facts.

3. How are goods shipped from your community?

4. What change, if any, in roads, railroads, steamships, would bring greater prosperity to the manufacturers of your community? Copy your answer into your civics notebook.

The Means of Transportation

Some nations are less fortunate than others in their natural means of transportation. Switzerland, for example, has no harbors, few navigable rivers, and so many precipitous mountains that transportation by both road and railroad is difficult and dangerous. The United States is specially fortunate in its rivers and harbors. It has

1. About 5000 miles of seacoast.
2. Over 170 natural harbors.
3. Navigable lakes (the Great Lakes).
4. 295 navigable streams, with a navigable length of 26,410 miles.

But our natural equipment would be far from adequate without the other means of transportation developed by the people:

1. Dirt roads.
2. Paved roads.
3. Railroads and trolley lines.
4. Pipe lines (for transporting oil).
5. Canals.
6. Airplane lines and airports.

Your parents have profited by the roads, railroads, and steamships built by the people who preceded them; and you will profit not only by all these things but also by the airplane service which is being developed now, while you are busy with your books. When your parents or grandparents were your age, they talked of travel by airplane in the same joking way that men now speak of traveling to the moon. But regu-

lar carrying of freight and passengers by air is already an assured part of the transportation system of the nation. And you will benefit greatly from it. There will be work for aviators, for repairers, for employees in the factories which make the



Comfortable travel by railroad is now possible in every part of the United States. (Courtesy of the Pennsylvania Railroad)

planes. Indirectly, many other occupations will have more opportunities for workers because of this airplane service.

Pupils' Activities

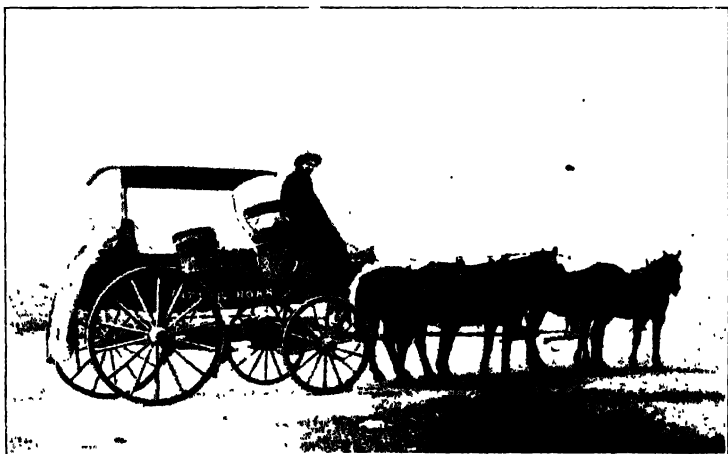
1. How has enterprise made use of our harbors for transportation purposes?

2. Who owns the steamship companies which use the harbors and lakes?

3. Name some of the men whose enterprise is responsible for the locomotive; for the steamboat; for the first transcontinental railroad.

4. Is your community connected with the outside world by (1) railroad, (2) canal, (3) steamship, (4) airplane lines? Tell just what these connections are. Do the business men of your community think these are adequate?

5. The Pennsylvania Railroad has 10,500 miles of track, and has terminals at Philadelphia, Pittsburgh, Chicago, St. Louis, Cincinnati, Buffalo, New York City, and Washington, D.C. What are some of the products manufactured in these terminal cities which this railroad helps to distribute? Does this railroad pass through mining or agricultural sections? If so, tell what these are.



Until recently the stage was the only means of carrying mail and passengers in some parts of the country

Enterprise made our System of Communication Possible

The swiftest means of transportation for people or things is the airplane, but words can travel more swiftly than airships. Almost as fast as fingers can use the telegraph instruments and as voices can talk into the telephone, messages go through the air and over the wires.'

The telegraph, the telephone, the radio, and the post-office system have made rapid communication possible. And it was the inventions of such men as Morse, Bell, Marconi, and a host of others, as well as the enterprising use of natural resources — iron, copper, coal, wood (what else?) — which has brought this about. Groups of men formed companies to set

up telegraph stations, manufacture apparatus, and transmit messages. It was the same with the telephone and the radio.

These means of rapid communication are helping to make work for the people. Industry has been speeded up so greatly because of letters and telegrams that there is far more work here than in any other country of the world. Salmon canneries in Alaska keep in touch with the market in the United States. Cotton planters in the South learn by telegraph dispatches about the cotton crops in distant parts of the world, and enlarge or curtail their plantings accordingly.

During the eighty-seven days that President Coolidge, in 1927, spent in the Black Hills of Dakota, 2,117,205 words were sent out from the hills by telegraph. This one summer's telegraphic bill was \$2,127,205. The only reason why the President could take a vacation at such a long distance from Washington was the fact that he could be kept in close touch with Washington and the whole country by telegraph and telephone.

Sometimes business men who take long ocean voyages do as much work by the aid of the wireless and cable as when they are at their desks in their offices.

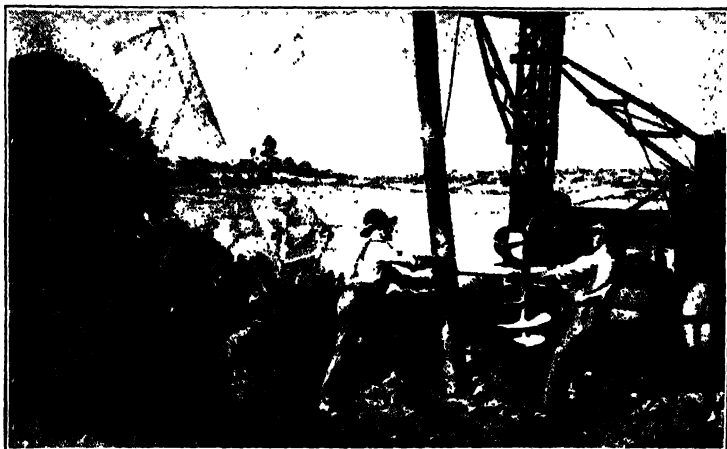
Who owns our Means of Transportation and Communication?

Since our system of transportation and communication has so much to do with the future opportunities of work, pupils should know what part the government has in this system.

Most dirt and paved roads are owned by towns, cities, counties, and states; canals are owned by the state or national government; railroads and steamship lines belong to private companies.

Aside from canals the only means of communication owned by the national government today is the post-office service.

This is supervised by the Post Office Department at Washington, at the head of which is one of the president's assistants known as the Postmaster-General. Although the government does not *own* railroads and telephone companies, each state supervises the railroads, trolley and bus lines, and telegraph, telephone, and wireless companies which do business in that



Because of modern inventions every worker in America has many unseen helpers. (Courtesy of the American Telephone and Telegraph Company)

state. The national government supervises all such companies which do business in more than one state. To do this important work of supervision for the national government the president of the United States appoints ten able men. These men are called the Interstate Commerce Commission. They meet regularly and decide such matters as the price of railroad tickets, express and freight rates, and the charges that interstate telephone companies make.

Some of the government departments and officials that have certain duties connected with the making or use of roads, railroads, steamships, canals, airplanes, telephone, telegraph, and wireless systems are shown on the following page.

- Roads.* Street commissioners (city, town)
 Highway commission (county, state)
 Department of Agriculture (at Washington)
- Railroads.* State public-utilities commission or railroad commissioners
 Interstate Commerce Commissioners (at Washington)
- Canals.* State Department of Public Works
 Canal Commissioners
 War Department at Washington
- Steamships.* Treasury Department
 Department of Commerce
 War Department
 Navy Department
- Airplanes.* Post-Office Department
 Department of Commerce
 War Department
 Navy Department
 Department of State
- Telephone* } at Washington
Telegraph }
- Telephone* } Department of State at Washington
Telegraph } Interstate Commerce Commission at Washington
 Department of Public Utilities (state)

Pupils' Activities

1. What is the longest journey you have ever taken or that your father has ever taken? Tell what letters, telephone messages, telegrams, cablegrams, or wireless dispatches had to be sent in connection with this journey. Tell also what conveyances were used (carriage, taxicab, automobile, bus, trolley, railroad train, steamboat, airplane). When you have thought out the whole journey, you will realize how much we depend on our modern means of communication and transportation.

2. Think of several emergencies that might arise in your family which would necessitate prompt service from several means of transportation and communication.

3. In what ways is the occupation which you hope some day to take up dependent on transportation and communication? In what ways is your father's present occupation dependent on them? Insert in your civics notebook what you learn about this.

The Spirit of Thrift

If you were to express in the shortest possible form what we have said thus far in this chapter, it would read as follows :

National prosperity = natural resources + pluck + enterprise.

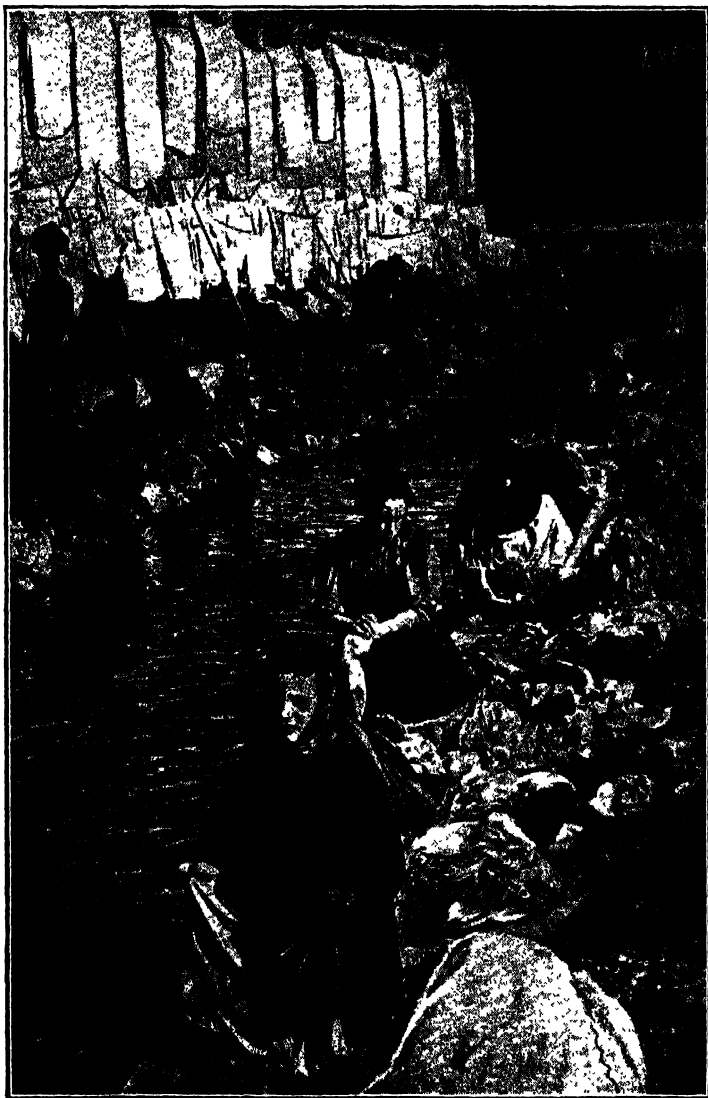
But this is not yet a complete explanation.

Who builds railroads? Men, of course. How are men paid? With money, of course. It costs a million dollars a mile to build some stretches of railroad, and thousands of dollars to build a mile of automobile road. Where does all this money come from? From the people, — never from any other source.

The only reason there has been money to build roads and railroads, telegraph and telephone systems, is because the American people for generations have spent less than they earned. In other words, they have been thrifty. The dollars which they saved have gone into roads, railroads, and factories. The thrift of a group of people made the cotton gin possible. It was the savings of a few that set up the first telephone. Ford's first hundred dollars has grown to hundreds of millions because he invested it in experiments to make a workingman's automobile. Unless there is thrift there can be no railroads, factories, or any of the other things that make for a busy work life and for prosperity. If from the days of the early settlers each family in America had spent all it earned, there would today be no great and prosperous nation called the United States of America. If the young people now in school spend all they earn, year after year, there will be no money to repair railroads, replace automobiles, extend or keep in condition the roads, or build new schoolhouses. Pluck, enterprise, thrift, will be needed tomorrow just as they were in the past.

Our short definition of national prosperity now reads :

*National prosperity = natural resources + pluck
+ enterprise + thrift.*



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In many countries of the world today there are few labor-saving devices. Thanks to the thrift and enterprise of the American people, a scene like this could not be found in the United States

Pupils' Activities

1. Can you think of other short definitions of national prosperity?
2. Sketch a poster which will illustrate the four elements of national prosperity that we have just given.
3. In spite of our great national wealth, thrift is as much needed today as it ever was. Show that this is so.
4. Do you think that a nation or a person can become so prosperous that thrift is not necessary? Discuss this in class.

The Willingness to Work Hard

Still another item must be added to our definition of national prosperity — hard work. One cannot save dollars until one has dollars to save. One cannot have dollars to save unless one earns them or receives them as a gift or gets them dishonestly. The only sure way of having money is to earn it. And earning means hard work. Perhaps none of you will have to work so many hours a day with such desperate haste as your grandparents did. But there is still no other sure way of getting money than through hard work. The next time you take money to the bank to deposit, think that you are carrying somebody's hard work. Perhaps it was yours, perhaps



One of the many labor-saving devices used in the United States — spraying paint

your father's. If the money was a gift, then it represents the hard work of someone else, perhaps of people you do not know. Since the money you put in the bank stands for hard work, the banks could not exist without the hard work of the people. Remember that

1. Money is something which you can exchange for the things you want.
2. The things you want come from natural resources.
3. Natural resources are turned into the things you want **only** by hard work.

On an earlier page of this chapter we saw that today the people work fewer hours and have more labor-saving devices than ever before ; the first step toward success is nevertheless hard work. People work more with their pencils and pens, with typewriters and telephones, — more with their brains. But this is hard work. Our definition now reads :

*National prosperity = natural resources + pluck + enterprise
+ thrift + hard work.*

Pupils' Activities

1. A large city bank inserted this advertisement in a newspaper :

There is no secret to financial success. . . .
It is an open book with but four chapters :

Chapter I. Work Hard.
Chapter II. Play Hard.
Chapter III. Save Systematically.
Chapter IV. Invest Wisely.

We urge the first, recommend the second, advise the third, and offer every facility to realize the fourth.

This advertisement was intended to appeal to adults. Prepare a similar advertisement to appeal to young persons. If you were to add a picture, what would it be?

2. Think of some well-known person who has a great deal of money. If this person did not earn this by hard work, but inherited it, find out **what** kind of work made it possible.

How the Government helps to make the Nation Prosperous

The definition of national prosperity is not yet complete. We must add still another item :

*National prosperity = natural resources + pluck + enterprise
+ thrift + hard work + right kind of government.*

In 1926 the United States was said to be the richest country in the world. That same year Russia was one of the poorest countries, although it had more square miles and as much wealth in natural resources as the United States. Many of its people were plucky, enterprising, thrifty, and hard-working. What was the trouble? The wrong kind of government.

Russia has never had the right kind of government. For many years its rulers were despotic czars who saw to it that the laws were made in favor of the few. Millions of the common people were poor and unhappy. In 1917 this government was overthrown, and a new government was set up. But this also developed into a despotic government of the few, so that there still were millions of poor unhappy people.

The United States, however, from 1787 until now has had what we believe is the right kind of government. It is not perfect, but its laws are made to help all the people.

Prosperity not a Simple Matter

Perhaps, like many other persons, you used to think that prosperity was a simple matter. Earning and saving are often the only things that people think of as necessary in order to become prosperous. However, you have already learned in this chapter that rivers, lakes, plains, mountains, and what lies within, under, and on these are a part of the secret of prosperity. You have also seen that it has taken centuries of work, saving, and enterprise to make the nation you live in prosperous. From now on you will have a greater feeling of respect for the nation made for you by others.

The last item which you have just been considering in your study of prosperity — the right kind of government — is so important that we shall devote all the next chapter to it.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and should be cultivating the following skills and attitudes :

HABITS

1. Tackling difficult things readily.
2. Thrift.
3. Hard concentrated work.
4. What others?

SKILLS

1. Knowing how to use all the means of communication — that is, how to send money by mail or telegraph, how to send packages in the safest, quickest way.
2. What others?

ATTITUDES

1. Respect for the older people and those of the past who have provided a prosperous country for you to live in.
2. Eagerness to do your part toward making the country an even better nation for those who follow you.
3. Admiration for persons not afraid of hard work.
4. What others?

SPECIAL WORK FOR THE PUPILS

Special Tests for the Pupil Based on Chapters IV, V, VI

Test I. None of the following statements is wholly true. How would you answer a person who made one of these statements :

1. The world owes every boy and girl a living.
2. There are more jobs in the United States than in Europe because the United States is a larger country.
3. Every foreigner who comes to this country can make a fortune without much effort.
4. Doctors and lawyers are more valuable to the nation than farmers.
5. Prosperity comes from money.
6. Every country that has an abundance of natural resources is prosperous.
7. The people of the United States have been thrifty because they were poor.
8. Rich people do not need to be thrifty.
9. Government hinders the people by taxing them.
10. An enterprising man is sure to be a rich man.

Test II. Copy the following sentences in your notebook, filling in the missing word or words so that they will make true statements ; add in parentheses the page of text on which each fact is given :

1. The prosperity of all workers depends first of all upon the -----.
2. Fewer farms are needed today than several years ago because of ----- inventions.
3. Soil can be worn away by ----- and -----.
4. Some of the desert lands in ----- have been reclaimed by the building of ----- and -----.
5. Land is said to be irrigated when ----- has been turned from a ----- or a ----- to pass through it.
6. All food except ----- comes directly or indirectly from the soil.

7. Forests can be wasted by
8. The men who guard forests are sometimes called
9. Without ample resources homes could not be kept clean.
10. In the United States the people have used their lakes for
11. Millions of tons of water have been lost through
12. Buildings in the United States once were made of either
or, and today are made wholly or partly of,,
13. Without proper shelter the people in my community would
suffer from,, (name three things).
14. and have made our system of transportation
possible.
15. Five of the minerals which are used in electric lighting sys-
tems are,,,,
16. When we use the term "raw materials," we mean materials
just as they are produced in before they have been changed
by

Test III. Be able to give an interesting, convincing talk before the class or to write a brief essay on one of these subjects:

1. "My community would be more prosperous if it had greater natural resources, consisting of"
2. "My community would be more prosperous if it had better transportation facilities."
3. "I believe that my community would be more prosperous if some new industries of the following kinds should be introduced:
....."

Test IV. In the preceding chapters about earning a living and gaining prosperity, we have said very little about employment agencies. Can an employment agency make work? In some states and cities there are employment offices run by the government. Can the government make work?

CHAPTER VII

THE GOVERNMENT HELPS TO MAKE THE NATION PROSPEROUS

The Most Important Thing the Government Does

Your chances of finding work and, through your work, of becoming prosperous in the future years, as you have seen in Chapters IV–VI, depend on many things: natural resources; pluck, enterprise, thrift, hard work, of the people who have lived before you; and the government. These are like the links in a chain: if one is defective, the chain is weakened or perhaps wholly useless. The part the government takes in helping the people in their work is so important that no pupil should fail to understand this.

What do you think are the principal ways in which the government can help you to earn your living and become prosperous? Coining money for you to use? Distributing mail? Making roads? If you were to set down in the order of their importance the kinds of assistance the government gives you, you would probably not get the most important one at the head of this list. This is *protection*.

You saw in Chapter V that without abundant natural resources there can be little work. Then the first kind of help all the people need is the protection of these resources — protection from seizure by foreign countries and protection from the destructiveness of lawless citizens and nature's disasters.

Why Protection is Needed

But how could the people lose their natural resources? Could anyone steal the soil, the forests, the rivers? If you will turn to your history, you will find there many accounts

of nations which have seized and held land and rivers that belonged to other nations. Poland, until 1918, had been in the hands of foreign nations for about one hundred and fifty years. Valuable parts of France and Belgium were held by their enemies from 1914 to 1918. Foreign armies seized soil, mines, rivers, and harbors, in these countries. There was no prosperity for these countries so long as an enemy held part of their territory. Natural resources must be protected from foreign enemies if the people are to prosper and be happy.

Protection of life is also necessary. There must be law and order; otherwise the people cannot feel secure enough to go into the remote parts of the country to develop farms, open up mines, build bridges, and lay railroads.

Life and property must be protected from inside and outside enemies. In the early days the people themselves used guns and forts to protect their homes and lives. Today the people have turned over to the government all this work. To be sure, if a person believes that he has enemies who have designs on his life or his property, he can arm himself after getting permission from the police to carry a gun or pistol. But for the most part the people expect the government to defend them from their enemies — especially to see that the natural resources which mean work and prosperity are guarded carefully.

How the Government protects Natural Resources and Lives

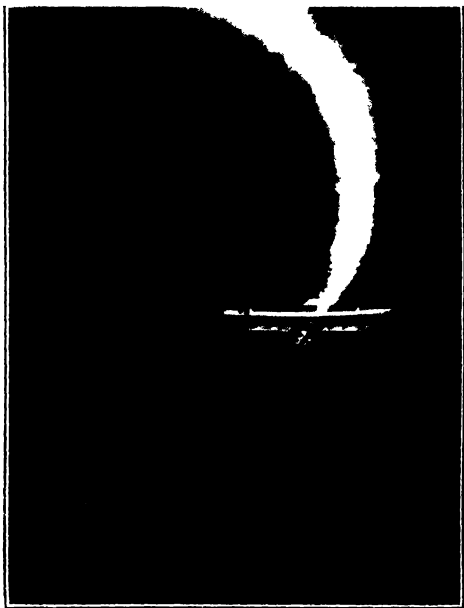
The army and navy of the national government protect the United States from invasion by foreign enemies, and the militia of the states protect the people from the destructive force of mobs and lawless persons within the state. The police of the state, county, and community protect the people from enemies within the state, county, and community.

When any community is unable to protect the lives and property of its citizens, it calls on the state for assistance, and the governor orders out the militia. When any state is unable

to protect its people, the governor calls on the president for assistance, and he orders United States troops or warships to the rescue.

Because the nation has several times had to go to war to protect its territory and its citizens, and many times has had to send troops into foreign countries to protect its citizens there, it has a navy and a standing army. That is, there are always trained soldiers ready for service, always trained naval forces and fully equipped warships. In peace times the army is stationed at various forts and training camps; and war vessels are distributed at various navy yards and ports, and in certain foreign waters. The chief training school for officers of the army is at West Point, New York; for officers of the navy, at Annapolis, Maryland. These schools are always in session.

In time of war, if the regular army and navy are not large enough to defend the nation properly, private citizens volunteer or are drafted into the service. The president is the head of the army and navy, and gives orders as to where they shall serve. He is supreme over all the generals and admirals. War, however, is declared by vote of Congress.



One of the watchful eyes of the Navy Department — a hydroplane

Assisting the president in this work of protecting the people are three secretaries — Secretary of War, Secretary of the Navy, and Secretary of State. These men carry out the president's orders, both in peace time and war time.

Government Gives Two Kinds of Protection

There are two ways of protecting the people from foreign enemies — by *force* and by *agreement*. The secretaries of war and the navy are ready to keep peace by means of force. Perhaps you would understand better the work of the Secretary of State if he were called, as he might be, Secretary of Foreign Affairs. He tries to keep peace with foreign countries by making agreements with them. These are called treaties. Our secretaries of state have made treaties with most of the countries of the world, in which it is agreed that they and we shall try to settle all quarrels without rushing to arms.

To help to keep peace with other countries and to attend to the different affairs that affect the relations of our country with foreign countries, the president sends American men of ability to foreign capitals to represent the United States. These representatives are called ministers or ambassadors. When the president wants to discuss something with the government of another country, he usually does it through an ambassador or minister.

Pupils' Activities

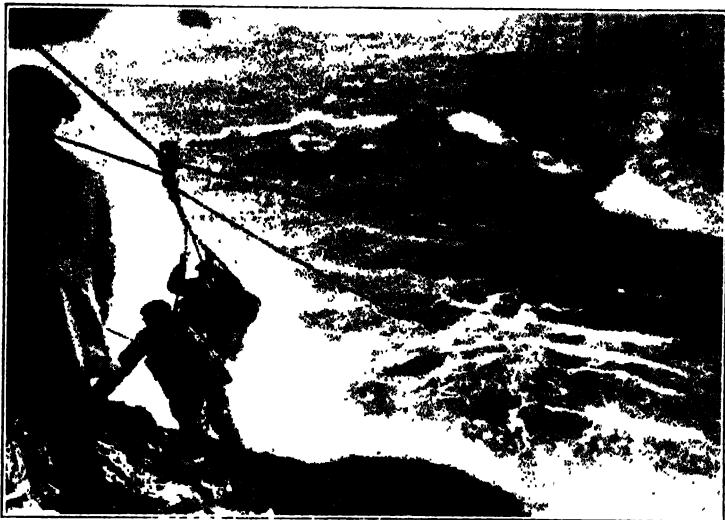
1. In the World War, why did the United States send an army to Europe? Were the lives and property of Americans in danger?

2. In 1921, when civil war broke out in China, why did the United States send warships there?

3. President Wilson wrote many letters to Germany in the years 1914-1917, to try to keep us out of war. What department at Washington sent the President's letters to Germany?

The Government protects the People from the Violence of Nature

There are other enemies besides foreign nations that threaten the life and property of the nation. These are floods, tornadoes, and other destructive forces of nature. Does the national government do anything about these?



A life-saving station rescuing men from a schooner wrecked in a violent storm. What do you know about the men who guard the coast?

When, in the spring of 1927, the most disastrous flood of history spread over the Mississippi Valley, the war and navy departments at once ordered airplanes, troops, boats, and supplies to the scene. Troops worked desperately to reënforce levees and to turn aside flood waters from the villages.

When violent storms at sea threaten the lives and property of the people, the Navy Department orders its vessels and its marines to give assistance. Assistance is also given by the Coast Guard vessels, which, in times of peace, are under orders from the Department of the Treasury.

The United States has been divided into army-corps areas, each area being under the supervision of a major general, who lives in a central place in this area. In every such great disaster as the Mississippi Valley flood referred to or the floods in New England in the same year, the general in command of the area in which the disaster takes place has charge of the army's work of assistance. Just as the territory of the United States is divided into army-corps areas, so the coast of the United States and the oceans are divided on paper into areas, each of which is under the care of a high naval official. For each part of the world where American vessels sail and American travelers go, there are naval vessels ready to speed to their assistance in time of need.

The government not only goes to the rescue of the people after trouble has come, but it tries to prevent disasters. It cannot prevent tornadoes, earthquakes, and heavy rains; but it can build dams and levees to prevent floods, and it can study the causes of earthquakes and tornadoes and instruct the people how to make their buildings proof against them. Providing lighthouses and lightships, floating buoys, and issuing weather reports are some of the ways by which the government tries to help the people to protect themselves from dangers on land and sea.

Lighthouses, lightships, buoys, and Weather Bureau service are supervised by the Departments of Commerce and Agriculture.

Pupils' Activities

1. Show in what ways property and lives are protected by (1) lighthouses, (2) lightships, (3) buoys, (4) Coast Guard, (5) weather reports.
2. If any disaster like earthquake, flood, or tornado has affected your state recently, find out what aid the national government gave.
3. When war broke out in Europe in 1914, thousands of Americans were traveling there. Find out what our navy did at that time. (This was more than two years before we went to war with Germany.)

What the State does to protect the People from Violence

Formerly the chief task of the state in protecting the people was to use its militia to guard them from Indians and wild animals, and to be ready to send men at the call of the president to defend the nation. Today the state must still train men to be ready to protect property and lives. The enemies,



There are times of disaster when only the government can help the people. What could the government do to help this town?

however, are not Indians and wild animals but lawless citizens and such disasters as floods, tornadoes, earthquakes.

The governor is the chief protector of the state. He has supervision of the state militia, and can order out troops when in his judgment this is necessary. The state militia is trained by officers from the regular United States army, and usually drills in armories owned by the states.

To assist the governor in protecting lives and property, there is also, in many states, a force of state police, or constabulary, as they are called in some cases. They protect the lives and property of law-abiding citizens from

thieves and other criminals, and they assist also when both lives and property are in danger of destruction by fire, flood, or wind.

What the Community does to protect its People from Violence

The mayor of a city, like the president and governor, is responsible for the safety of its citizens. In towns and villages officials called selectmen, commissioners, or trustees have this responsibility. Sometimes there are strikes and lockouts which suddenly throw many workers out of employment. This situation has frequently led to strife in which citizens were injured or killed and property was destroyed. The mayor of the city and the chief officials of the town or village have the responsibility of either restoring order or calling on the governor for assistance.

In each community there is some kind of police system. The first duty of this police force is to guard the lives and property of the community. Police usually go armed with both clubs and revolvers. The drunken or vicious persons who threaten the lives of others are arrested by the police. Reckless drivers are also arrested if they injure, or seem likely to injure, others by their recklessness.

Pupils' Activities

1. Ask your parents if within their remembrance your state had to order out the militia? If so, do they remember the cause and the result?

2. Suppose a riot should break out in your community. Tell exactly what protection would be given your life and property and what officials would attend to this. In case outside help is needed, who would decide to call this help? What official would be asked for this help? Where does this official live? Could he be reached in the night, if necessary, or only during office hours?

3. Find out what *martial law* is and when this can be declared.

4. Do any of the young men of your community belong to the state militia? If so, where do they drill? How often do they drill? How would a person proceed to join the militia?

**The Second Kind of Protection the People need is
Protection from Waste**

If forests or soil or the lives of the people are destroyed through ignorance or carelessness, they are lost to the nation just as surely as if they were seized and held by the army of a foreign country or destroyed by flood or fire. Therefore the



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The policemen who guard the White House in Washington

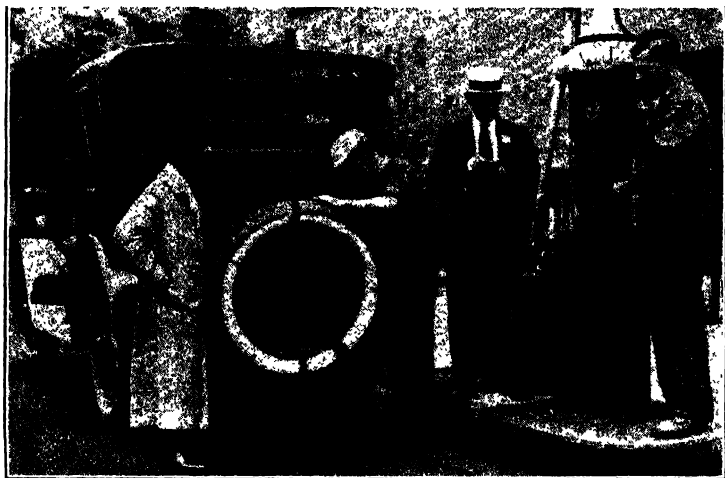
government not only has an army and navy and a Department of State, but it has officials to prevent waste of resources and waste of life. In Chapter V you have read of some of the ways in which the government tries to prevent soil, water, forests, and minerals from being wasted. But how does it prevent the waste of human life, — a task more difficult than that of protecting forests or other natural resources? The government has many officials whose duties are to prevent such waste, and it uses various methods in its effort to accomplish this. Some of these methods are mentioned on page 116.

1. Laws severely punishing any person who attempts to take the life of another person.

2. Laws requiring railroads, street cars, etc. to protect passengers and employees in every way possible.

3. Laws about contagious diseases, requiring sick persons to be quarantined when necessary.

4. Laws relating to drinking-water and milk supplies, the disposal of sewage, the protection of food from germs, the slaughtering of cattle and poultry so that the flesh may be wholesome if sold for food.



Government officers inspect public gasoline pumps regularly to protect the people against fraud

All these are means which the government has taken to prevent death by violence or disease. In a later chapter we shall learn more about the protection of health. Here we want only to understand that the property and lives of the people do have government protection.

Pupils' Activities

1. All the following departments, bureaus, boards, or officials have something to do with protecting property or lives. The teacher will assign certain of these to various pupils to investigate.

National government

Bureau of Public Health Service	Forest Service
Children's Bureau	Packers and Stockyards Administration
Bureau of Education	Weather Bureau
Geological Survey	Coast Guard
Bureau of Chemistry and Soils	Bureau of Lighthouses
Bureau of Reclamation	Coast and Geodetic Survey
Bureau of Mines	Steamboat Inspection Service
Bureau of Animal Industry	Bureau of Navigation
Bureau of Dairy Industry	Interstate Commerce Commission
Bureau of Plant Industry	

State government

Department or bureau of agriculture	Bureau of mines
Department or bureau of forestry	Conservation department
Board of health or public welfare	State police
Department of public works	

County government

County hospitals	Board of health
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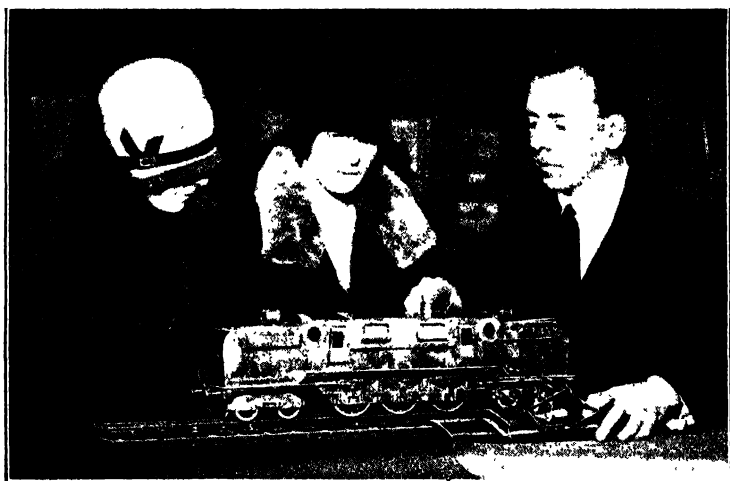
Community government

Board of health	Police
Park commission	Hospitals and dispensaries

2. What other officials of your state or community are concerned with the protection of lives and property?

What else does the Government do to help to make the People Prosperous?

We have seen that the chief work of the president and the secretaries of war, the navy, and state is to protect the property and lives of the people. But the president has seven other secretaries. How do they help the people to become prosperous? In many ways, especially in encouraging schools and in studying the problems of the farmer and the business man. It is the same with the state and the community. Most of the tasks of the governor and mayor have to do with health, education, highways, water supply, and other matters that affect the work life of the people.



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Through its patent office in the Department of Commerce the national government protects inventions and thus aids the work life of the people

On later pages you will find more about these important duties of government officials. Here we want to mention an especially important way in which the government helps to bring about prosperity. This is the difficult task of making the people contented.

The Government helps to make the People Contented

Unless the people feel free to "pursue happiness," — to work where they please, to own property where they please, to go about freely, to discuss things with each other, — they will be restless and discontented. Restless or discontented people cannot do their work well nor enjoy their prosperity if they gain it. The government therefore tries to keep the people from becoming discontented. It does this by guaranteeing them certain rights.

The word "right" is an important one. Be sure that you understand it. A right is something that is due you.

These rights have been set down in the Constitution of the United States and in most of the state constitutions. The most important to the people are the following:

Freedom to worship as they please.

Freedom to carry weapons, when necessary, to protect themselves.

Freedom to talk and write about matters that interest them.

Freedom to meet to discuss things.

Right to petition the government to remedy some wrong or grievance.

Right to hold property and not to be deprived of it unlawfully.

Right to be tried by a jury when accused.

Right when arrested to be told in court of the charges against them.

Right to prevent unlawful entry into their homes.

You can tell how these rights have helped the people by studying your own community.

In all the chapters of this book you are learning about the services which the government renders the people. No service is so important as keeping the people contented.

Pupils' Activities

1. At times, citizens have needed protection from hostile Indians, wild animals, mobs, intoxicated persons. If today you needed protection from any of these, what government officials should you expect to help you?

2. At times, citizens have needed help in coping with these emergencies:

a. Floods.

b. Tornadoes.

c. Earthquakes.

d. Fever spread by mosquitoes.

e. Tidal waves.

f. Excessive heat.

g. Excessive cold.

How does the government help the people to deal with such disasters? What are some of the things the government does to help the people prevent these emergencies, or to lessen their disastrous effects?

3. The text names nine liberties and rights which the government sees that the people have. Explain how each one could help a person to feel secure and contented.

4. It is important that you should understand what a "right" is. Discuss this in class. Perhaps it will be helpful first to discuss some of the rights that young people have in their homes.

5. Until 1917 the Russian people had few of these rights. Consult the encyclopedia, to find out something about the way the Russian government had deprived the people of their rights.

Is the Future altogether Rosy?

Perhaps what you have been learning here and in preceding chapters about the wealth of the continent, the pluck and enterprise of the people, and the help given by the government has made you feel that prosperity is assured for all. We need, therefore, to look for a minute at another picture.

A Puzzled Englishman

The same year that the Belgian girl (Chapter IV) received a fortune from her American uncle, an Englishman visited this country. He was a little surprised, one day, to be accosted in the lobby of a New York hotel by a man who said he was down and out and needed money. The following week, in Washington, he was stopped on the street by a beggar who asked for a dime to get a cup of coffee. In the newspapers he read pathetic stories of poor people in the large cities.

This Englishman would not have been surprised at seeing and reading about poor people in the United States if he had not been told repeatedly that the United States was a land of great prosperity. He was especially perplexed one day to read a speech made by the Secretary of Labor at Washington, in which this official said, "Today hopeless poverty is almost unknown in the United States." He wondered how the Secretary of Labor could be right when there were hundreds of poor people in most of the cities of the United States.

Who was Right?

Who was right — the Englishman who believed that there was much poverty here, or the Secretary of Labor? Both were right. If you will re-read the statement made by the Secretary of Labor, you will see that he did not say *poverty* had disappeared, but that "*hopeless poverty*" was almost unknown. The Secretary knew very well that there were many poor people in the United States, but he believed that most of them were not hopelessly poor.

There has always been Poverty

Today there are poor people in every part of the world. Poverty existed in Lincoln's day and a hundred years earlier, when Washington was a boy; it existed still earlier, when John Alden came to this country, and when Columbus discovered America — in short, in every period of the world's history. Probably the oldest book you have ever read is the Bible, and that is full of stories of poor people. Poverty has been one of the problems of all ages and all countries. Many of your favorite books of fiction and biography tell about the struggle of some poor person or family.

What is the Cure for Poverty?

Hopeless poverty means poverty that cannot be cured. Can most poverty be cured, and, if so, what is its cure? Poverty can be cured, and the cure is well-paid work. Hopeless poverty is found in countries where there is not enough work for all the people who need it or where most of the work is poorly paid. Every factory whose whistle blows daily is one of our nation's cures for poverty. Every steamboat whistle, the roar of every passing train, is a symbol of the magic cure of poverty — work. Factories, steamboats, and railroad trains mean jobs and wages. Jobs and wages mean food, clothes, shelter, medicine, and comforts and luxuries.

A nation that has work for most of its people is a prosperous nation. When poverty thrives, then one or more of these things are lacking : natural resources, pluck, enterprise, thrift, hard work, the right kind of government help.

Hopeless Poverty almost gone in the United States

What we have already accomplished in this country is this : No longer is there very much *hopeless* poverty. In other words, there is so much work to be done here that those who want to work generally have the opportunity. This does not mean that there is always work enough in every community. Often the shutting down of a single factory means that hundreds of families cannot find work in that community. But somewhere, in some other community, there are usually opportunities. It often means hardship to go from place to place seeking work, but this is better than idleness. There will always be families in which accident and sickness prevent work. This will mean suffering. But when health returns, poverty will go, provided there is still work for those who want it.

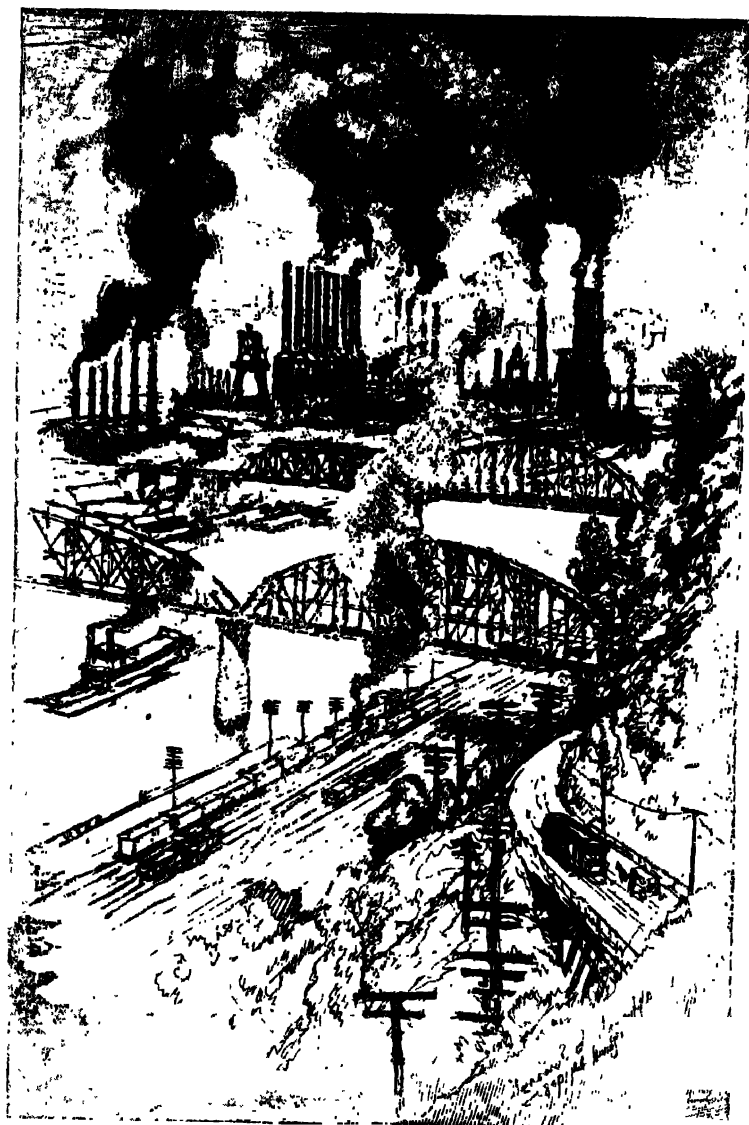
Pupils' Activities

1. If tomorrow it should be necessary for you to go to work, what could you find to do in your community? If there are no opportunities in your own community, where would you go?

2. Can you remember a time when there was much unemployment in your community? What was the cause?

3. Suppose that the chief work of your community has depended upon a brickyard and a paper factory. The clay soil for bricks becomes exhausted, and the brickyard shuts down. The paper factory decides to move to Canada, nearer the timber supply. What do you think a family should do whose living has depended entirely on the paper mill and the brickyard? Suppose the family is yours. What would your father and mother probably do?

4. Tell something about how poor most of the people were in John Alden's day ; in Washington's day ; in Lincoln's day. How did each of these men overcome poverty for himself?



© Joseph Pennell

Poverty can be cured, and the cure is well-paid work. Every factory whose whistle blows daily is one of our nation's cures for poverty

Is the Question Asked in Chapter IV yet Answered?

We have seen in the preceding chapters that opportunities for work and prosperity depend on

*Natural resources + pluck + enterprise + thrift + hard work
+ the right kind of government.*

The most interesting facts we have learned are (1) that we have abundant resources and (2) that the people of the past and the present have so used their strength of mind and body that these resources have been made to yield work and prosperity for millions of people. As we read of what has been accomplished, the future looks hopeful. Unless some great catastrophe overtakes the nation, there will be many opportunities for the young people now in school.

Do you see how you Fit into the Picture?

You have found that, thanks to your good luck in living in a nation which has abundant resources, and thanks to the pluck and enterprise of the people who have lived here for three hundred years, you are a part of a ready-made nation. How will you become an active, useful part of it? Will opportunities be waiting for you? Yes and no. When you leave school and home a new chapter begins. Until then you have been chiefly a learner and a "receiver"; from that time on you must be chiefly a doer and a giver. And you must make your own place.

Your parents or some friend may help you find your first position, but you alone can make good in it. You must know what you want and never lose sight of this goal even if you are often delayed and sometimes turned aside.

Pluck, enterprise, thrift, and hard work will be your recipe for success just as it was that of your parents and grandparents.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be forming the following habits and skills and should be cultivating the following attitudes:

HABITS

1. Keeping alert to see what government does for you.
2. Telling others what you know about the help that government gives.
3. What others?

SKILLS

1. Ability to think and speak clearly when misinformed persons talk against the government.
2. Ability to understand the difference between rights and privileges.
3. What others?

ATTITUDES

1. Love for the country that brings you security and opportunity.
2. Eagerness to serve the country.
3. Willingness to defend the government by words and actions.
4. What others?

CHAPTER VIII

WORK AND PROSPERITY DEPEND PARTLY ON FOREIGN COUNTRIES

Have we Completely Solved the Problem?

Is our question finally answered? Have we learned the whole secret of finding work and prosperity? Not all of it. Prosperity, like all other things which are greatly desired, is complicated. The search for the rest of the answer will carry us long distances — across oceans and into other continents, among people who speak strange languages.

Foreign Materials Necessary for our Factories and Farms

Several hundred thousand people in the United States earn their living by making or selling automobile tires, rubber boots, and other articles of rubber. In a recent year the United States sold to foreign countries 1,497,248 pairs of rubber boots and shoes. Yet not a single rubber tree is grown in the United States except in florists' shops, the windows of people's homes, private gardens, and experiment stations. Our crude rubber comes chiefly from Malaya, the East Indies, and Ceylon.

Over ten and a half million people in the United States earn their living by cultivating the soil. Most of this soil at some time requires potash and nitrate fertilizer; yet up to 1928 practically all the potash and nitrate used by our farmers was brought from Germany and Chile.

These are only two illustrations of the many ways in which we depend on other countries for some of the things that make work and prosperity for our own country.

The Ships that Sail the Seas

On a single day in a recent year there were 71 steamships on the Atlantic Ocean between the sixtieth and thirty-sixth parallels. South of this parallel were other steamships, and on the other oceans there were many steamships and sailing vessels. Some of these steamships were like great hotels,

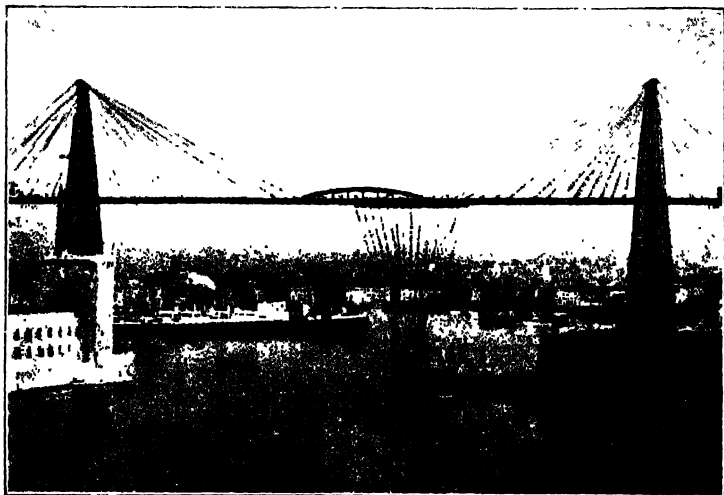


Much of our sulphur comes from Sicily. These boys are standing on blocks of sulphur which are ready to ship to the United States

carrying many passengers. But the passengers occupied only a small part of the vessels and paid only a fraction of the huge cost of crossing the ocean. It was what the vessels carried as cargo that made it profitable for them to cross and recross the water winter and summer, regardless of heat or cold, storm or fair weather.

Since the year 1492, when the vessels of Columbus first touched these shores, there has been a long procession of ships going to and fro. Each has carried articles to exchange or to sell. When the 104 colonists landed at Jamestown in 1607, and the 102 Pilgrims landed at Plymouth in 1620, they

brought with them food, guns, a few tools, some clothing and furniture. Every ship that came to these shores in succeeding months and years brought supplies for the colonists. Every ship that left this country carried away something that the colonists had produced. What went back in the ships paid for supplies that were later to be brought to the colonists.



The harbor at Marseilles, France. Ships flying the Stars and Stripes enter the harbors of every country

So it has been from those days to the present. Vessels enter our ports with supplies from foreign countries; vessels depart from our ports with American products for foreign countries.

The reason that ships come to our ports with cargoes and leave with cargoes can be stated in these four sentences:

1. Our homes, farms, factories, need many things we do not produce in this country — spices, silk, coffee, tea, bananas, rubber, nitrates.
2. Certain foreign countries produce these things.
3. Foreign countries want many of the things we produce — cotton, wheat, corn, meat, steel, automobiles.
4. We produce more of these things than we need for our own people.

We need to learn about Other Countries

If so much of our prosperity depends on other countries, it is no wonder that in school we have to study geography, world history, current events, and foreign languages. The more we need to trade with other countries, the more we must know of these things. Many of the boys and girls who are now in school will at some future time work for steamship companies whose vessels sail to foreign ports. Many will work for manufacturing concerns which buy materials from foreign countries or sell finished goods to them. Others will be employed in banks that handle foreign money, or in the government offices which have to do with other countries. Some will travel in foreign countries in connection with their work.

Pupils' Activities

1. Here is a list of some of the raw materials brought into this country in a recent year. Find out from what countries they probably came. What use was probably made of them?

rubber	cane sugar	rice	hides and skins
silk	potash	pulp wood	tin
coffee	nitrate	wool	diamonds
tea	salt	flax	ivory

2. Here is a list of some of the manufactured goods brought into this country in a recent year. From what countries may these have come?

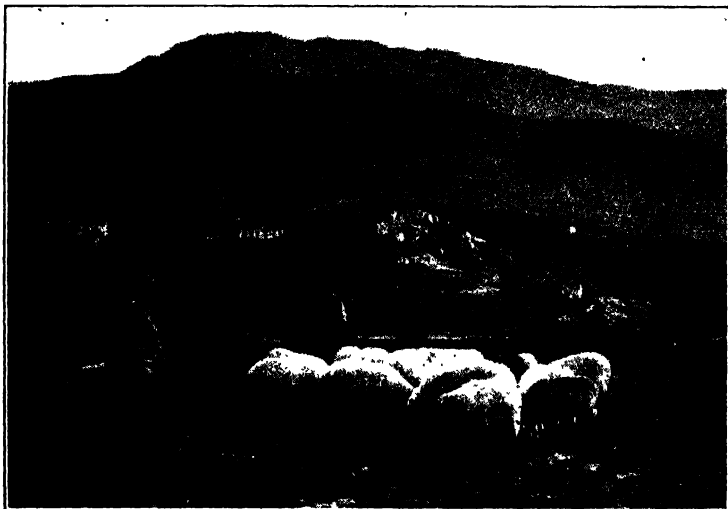
gloves	optical goods
perfumery	photographic goods
toilet preparations	cutlery
soap	china and porcelain ware
carpets	glassware
toys	wearing apparel
laces and embroideries	silk fabrics
jewelry	wool fabrics
dyes	cotton fabrics

3. What books dealing with other countries have you read?

4. What foreign languages are you planning to learn? How might these prove useful to you in later years?

The Government deals with Other Countries

Since the government's only task is to protect and help the people, you would expect that some of the government officials would need to know a great deal about other countries and would have to be ready to help the people in trading with them. There are three departments at Washington which



Most of the wool used in the United States comes from distant countries

do this very thing. These are the Department of State, the Post Office Department, and the Department of Commerce.

The Department of State makes treaties with foreign countries about business matters. Some of these treaties specify that our citizens are to be allowed to enter foreign countries to trade and, in return, that foreigners may enter the United States to trade. Treaties also specify that our ships may enter foreign harbors and that foreign vessels may enter our harbors. All such matters as changing our money into foreign currency, and the sending of mail and freight, cablegrams and wireless messages, have been regulated by treaties.

It is the Post Office Department which makes treaties with foreign countries about mail matters — rates of postage, foreign money orders, parcel post, etc. These agreements about mail are very important, as you will readily see. Unless postmasters and delivery clerks in Paris, London, and other foreign cities are willing to treat letters and packages showing American postage stamps as quickly and safely as mail matter with their own national stamps, it would be difficult for Americans to do business in those cities and countries.

Since the Department of Commerce is interested in everything that affects the business life of the American people, it is only natural that it should help the men who buy and sell in foreign countries. Through the president representatives are sent to all

the chief centers of trade throughout the world. Some of these representatives are called consuls and vice consuls.

Consuls are gatherers of information about everything that will interest American business men who want to trade with foreign countries. All this information is sent to the Department of Commerce at Washington. This is repeated in bulletins which are sent to newspapers and business men in all parts of the United States. When, for instance, a consul learns that a foreign country is planning to spend large sums of money to make new roads, the Department of Commerce



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An American traveler in France asking information from a guide who speaks fluently six languages

is notified. This information is passed on to newspapers and Chambers of Commerce. The American manufacturers of cement and other paving materials can then try to sell their materials to this country.

Pupils' Activities

1. Do you know of any foreign traders who come regularly to this country?

2. If there is any factory near your school or home, find out whether it buys materials from foreign countries or sells its goods to them. If it does, find out how it does this, whether by salesmen or by mail, cable, and wireless.

3. Many large stores regularly send buyers to Paris and London. Do you know any such store or one of these buyers? If so, find out what, if anything, a buyer sent to London or Paris has to do that a buyer sent to New York City or to Chicago would not have to do.

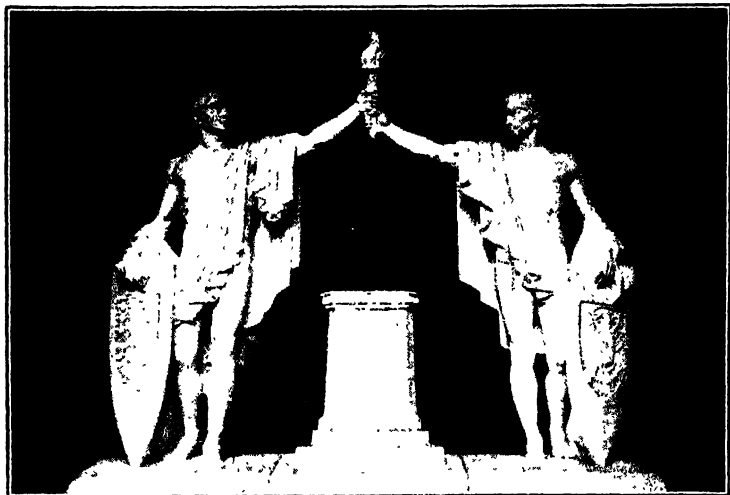
War lessens Prosperity

If suddenly every nation decided not to buy anything from us or to sell anything to us, what would happen to our prosperity? It would certainly shrink, like a woolen blanket after it has been washed. It takes some of all the wealth of all the world to provide us with the things we want and need. This is true of all the nations.

Therefore disaster would result to every nation if suddenly railroad trains and ships ceased to carry things from one country to another. Such disasters have sometimes occurred. In the early colonial days, after the English Parliament passed the Stamp Act, the American colonists refused to buy English-made goods. The result was that, "unable to dispose of their goods, the British closed their mills, and thousands of workmen were thrown out of employment." Nearly a hundred years later, during the Civil War in the United States, English manufacturers had to shut down many of their mills because they could not get cotton from our

Southern states; thus thousands of English people were out of work and suffered great hardships.

The World War of 1914-1918 brought similar disasters to most of the nations of the world. The prosperity of Estonia, one of the small countries of Europe, depends largely on the timber which it sells to other countries. Before the World



A statue in London symbolizing the peace between English-speaking nations

War, England had bought each year about 75 per cent of Estonia's timber product. German submarines made it impossible for England to get this timber between 1914 and 1918, and thousands of Estonians were facing actual want. Many countries could not get enough food because of the war.

Why do Nations Fight?

If war is so upsetting, not only to the nations which are fighting but also to nations at peace, why should any nation go to war? There is no good answer to this question.

Nations fight because of some quarrel or dispute, but there are three peaceful ways of settling quarrels and disputes between persons and nations :

1. Talking things over ; that is, holding a conference.
2. Asking some person or nation not involved in the quarrel or dispute to settle it, that is, settling a dispute by arbitration.
3. Taking the quarrel or dispute to court. In the case of nations the court is the World Court established by the League of Nations.

Since there are three ways besides going to war in which to settle disputes between nations, can you understand why nations should wreck their prosperity by fighting with each other? Perhaps the chief reason is that not enough people realize the horrors of war. If the young people in school today can understand that war always means hunger, boys and girls without homes or schools or money, nights and days of suffering, memories so terrible that they haunt the sleep of years of peace time, they may decide to end all war.

In Russia, in an isolated part of the mountains, travelers a few years ago came upon children unclothed, running about on hands and feet like animals. They could not talk human language nor understand it. They were one of the terrible results of the World War. Children, deprived by war of homes, parents, friends, roamed the mountains and villages of Russia long after peace had come.

Would you ever willingly bring such a catastrophe on the children of your own or any other country?

Pupils' Activities

1. Turn to your history textbook and find the chief facts about the Spanish-American War and the World War. Could either of these wars have been prevented? If you think they could, tell how. If you think they could not, tell why.

2. In your history read about some of the disputes between nations that have been settled by arbitration.

3. Find out from your history what the Hague Tribunal is and whether it has settled disputes affecting the United States.

The Hope for Peace

A hundred years from now two events which will stand out prominently in history as results of the World War are (1) the forming of the League of Nations in 1919 under the leadership of President Wilson, and (2) the 1922 Conference of the principal nations at Washington under President Harding, to discuss limiting navies. The purpose of both these events was to prevent if possible another such catastrophe as the World War. Men everywhere were agreed that if such a war should again devastate the nations, all hope of prosperity and happiness for any people would be gone.

The League of Nations and the Disarmament Conference were the most daring steps ever taken toward doing away with war. Most of the nations joined the League of Nations within a few years of its organization, but unfortunately the United States did not become a member because of the opposition of many senators at Washington. Nevertheless the League grew strong and many prominent Americans gave huge sums of money to make it a success. Some of our ablest statesmen rendered valuable assistance unofficially. Every year thousands of Americans visit Geneva, Switzerland, where the League has its headquarters. American reporters live there and keep our newspapers informed of the activities of this League.

The League has established a World Court at The Hague to which all the nations that sign an agreement can take their disputes. This court has a session each year on June 15 continuing until all cases are disposed of. Already it has settled a number of quarrels between nations and possibly has thus averted wars. However, in every month since the World War, in some part of the world, there has been fighting and bloodshed between nations, so that there remains an almost impossible task for the League to accomplish. Its work has really only just begun.

This Disarmament Conference at Washington resulted in the agreement of a number of nations to scrap some of their warships and to reduce their war preparations. This seemed like only a small beginning, but it was really a tremendous event, for it was the first time in history that a group of powerful nations had ever voluntarily come together to talk about reducing armies or navies. Of course, if there were no armies or navies there could be no war, therefore the meeting at Washington was a start toward a great end.

What would Hasten World Peace?

Does it seem strange to you that all the nations are not eager to agree to stop war for all time by abolishing armies, navies, and the implements of warfare? What will make the nations lay down their arms for all time? Probably not any one thing, and such a time will not come suddenly. Not until the nations are better acquainted with one another can we hope for universal peace. Some of the things which would hasten world peace are the following :

1. Ability on the part of all the people of every country to read and write, so that they can learn the facts for themselves.
2. Ability to speak, write, and read the language of other countries.
3. Increased use of the airplane, television, radio, to spread information rapidly to all parts of the earth.
4. Travel in foreign countries by teachers and students.
5. The right kind of government officials to see that only fair laws are passed on matters affecting other nations.
6. A spirit of tolerance and goodwill toward all people of whatever race or nation or religion.

Pupils' Activities

1. Discuss each of the ways just mentioned for hastening world peace.
2. If you were to design a statue or to paint a picture symbolizing peace between nations, what would it be?

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, skills, attitudes:

HABITS

1. Reading about other countries.
2. What others?

SKILLS

1. Ability to see two sides of a question or dispute.
2. Ability to speak and read some language beside your own.
3. What others?

ATTITUDES

1. Tolerance for people of other races and nationalities.
2. Appreciation of what people of other countries have accomplished.
3. Horror of war.
4. Belief that wars can be ended.
5. What others?

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS VII AND VIII

Testing Yourself

Test I. Explain as interestingly as possible, as if to a younger brother or sister, the following statement :

National prosperity = natural resources + pluck + enterprise + thrift + hard work + the right kind of government + good relations with foreign countries.

Test II. Be able to answer or explain at least two of the following :

1. Who protected the early colonists from the Indians?
2. Because the British quartered soldiers in private homes against the wishes of the people, the makers of the Constitution put a sentence in the Constitution preventing this. What is this sentence?
3. Our nation did not have a strong navy until pirates forced us into it. Tell about this.
4. The French tried to build a canal in Panama but failed, largely because of death-breeding mosquitoes. What government official helped make it possible for the United States to build a canal there?
5. In yesterday's newspaper there were recorded ----- deaths due to ----- . Enumerate the causes and explain how they might have been prevented.

Test III. Name three ways in which war interferes with the prosperity of the people. How did the World War affect the prosperity of England, France, Italy?

Test IV. The League of Nations, which holds regular meetings at Geneva in Switzerland, hopes to prevent wars. Find out how the League hopes to prevent wars. Also find out what three different persons think about the desirability of having the United States become a member of the League; then discuss these reasons.

Test V. Complete these statements :

1. Ministers to foreign countries are appointed by _____ and sent out under the direction of the _____ Department.

2. Consuls to foreign countries are appointed by _____ and sent out under the direction of the _____ Department.

3. War is declared by _____ and _____ is at the head of the army and naval forces.

4. We sell raw cotton to _____ and buy raw silk from _____.

5. The Department _____ assists business men by getting information about _____.

6. Discontented people are seldom _____ people.

7. To keep the people from getting discontented the government guarantees that they shall have certain rights, the principal ones being _____.

CHAPTER IX

OWNING AND CARING FOR PROPERTY

In School you are preparing for Something besides Earning a Living

You found in Chapters I and II that your school days are days of preparation for the future years. Since earning a living seems to be the thing that pupils are most concerned with, we have been discussing this in the preceding chapters. We have learned something about where work opportunities come from and whether there will be opportunities for the millions of pupils now in school when they are ready for work.

Closely connected with your present life and with your future earning days is the use of various forms of property. You are using somebody's property all the time; for every bit of land, every building, and every tree, tool, and article belongs to somebody. In this chapter, therefore, we shall study about property. Since you are most interested in what is or will be your own, we shall talk about that first.

When can you own Property?

You have seen that one of the things that every person should look forward to in future years is owning property. Anything that you own legally is your property; but, as the following newspaper item shows, the government requires young people to wait until they reach a certain age before property is turned over to them, just as it requires them to wait until they are twenty-one before they can vote or hold government office.

GIRL OF 21 GETS \$1,084,020**Elizabeth Stoddard Comes into Share of Mother's Estate**

Feb. 3 (AP). — Elizabeth Stoddard, daughter of Major Louis E. Stoddard, internationally known polo player, today received more than a million dollars in her own right. As guardian her father completed his accounting and made one third of the estate of her mother, Rebecca Darlington Stoddard, and bequests from other estates, available to her.

Miss Stoddard . . . sent word that she waived an accounting of her father's guardianship. Her share of her mother's estate has been held in trust, and jewels of an appraised value of \$110,647 have been in vaults until she was of age. Major Stoddard also held in trust almost half a million dollars which had been bequeathed to his daughter by other members of the family. The mother's estate had been inventoried at \$1,637,412, of which the bulk was in stocks and bonds. The exact amount the daughter received was given as \$1,084,020.58 from all sources.

When George Young, in 1922, won the \$25,000 prize for swimming from Catalina Island, off the California shore, to the mainland, he could neither deposit the check in the bank nor use any of the money without the consent of his mother.

Pupils' Activities

1. Explain these phrases, which occur in the newspaper item above:

estate
in her own right
guardian
completed his accounting
bequests
waived an accounting of her father's guardianship
held in trust
appraised value
inventoried
stocks and bonds

2. What did you learn in Chapter II about the appointment of guardians?

4. Suppose some misfortune should suddenly befall your family and you are of an age when you can legally leave school. What possessions have you that might help you in your start toward earning a living?

How can you prepare in School to be a Property-Owner?

In your study of arithmetic and business practice you can learn a good deal about acquiring and owning property. In



Of course what everybody hopes some day to own is a home. However humble and insignificant it may seem to others, it will be precious to its owner

civics texts you learn how the government controls and protects property. All this is valuable help for the days when you will begin real planning for ownership. Some of the things you need to know about property now are briefly summarized in the following pages.

Owning Real Estate

When you buy land, a house, or a building of any kind, the person who sells you this real estate must give you a document called a *deed*. This deed you must send to a county or

town official, usually called the *register of deeds*. His office is frequently a room in the county courthouse, and is open to anyone. A clerk will make a copy of this deed and return the original to you. If you lose or destroy the original, for a small fee the clerk will send you a duplicate from his file copy. But it is important that you keep the original.

If you borrow money from a bank or a friend to pay part of the cost of the house, you can pledge the house as security. This is called *mortgaging* it. A lawyer will draw up for you a paper called a *mortgage note*, which is really an agreement whereby you promise (1) to pay the interest on specified dates, (2) to return the borrowed money on demand or at a stated time. If you fail to make payments as agreed in the mortgage

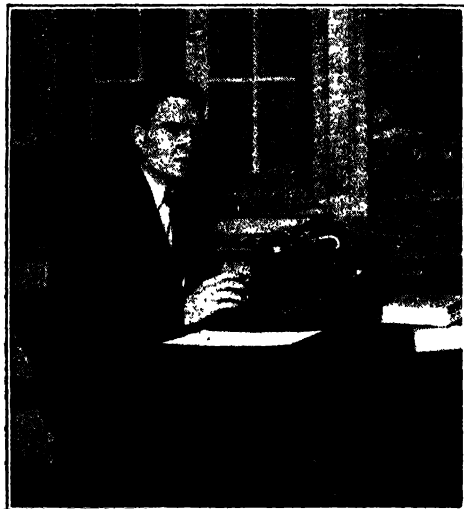


If you live on a farm perhaps you would like to own what this boy has acquired

note, the house may be taken from you to pay your debt. In other words, you borrow money on your house in much the same way that you might borrow money from a pawnbroker on such a possession as a watch. If on a certain date you have not redeemed the watch by paying back in full the money which the pawnbroker lent you, you will lose your watch.

As in the case of the deed, a copy of this mortgage should be filed with the register of deeds. The reason for this is clear.

Unless all mortgages are recorded where anyone can consult them, a dishonest person can pledge (that is, mortgage) his house or land to several different persons. The only reason that owners of houses can borrow money by pledging real estate as security is because such facts as the sale and mortgaging of property are recorded in a government office.



This suggests some of the kinds of property
you may want to own

For every piece of land or building in your community there is supposed to be on file in your county seat or in your town or city office a complete record of all its owners, starting with the first person who bought the land from the Indians or from the government. There should also be a complete record of all mortgages.

Owning Other Property

When a person buys an automobile, a bicycle, a dress, or any other article, he can always get from the seller or owner a bill of sale to show the price paid, the date of sale, and the names of both seller and buyer. This bill of sale is often the only legal proof that your possessions are your legal property.

Bills of sale are not recorded at your county seat. You yourself are responsible for their safe-keeping. In most states, however, automobiles and motor boats are registered by a government official, who assigns them a number each year and collects a registration fee from each owner.

Pupils' Activities

1. Bring to class a copy of a blank deed and a mortgage note. Fill them in for an imaginary case.

2. Perhaps the class can plan to visit the registry-of-deeds office of your county or town or city and describe what they see. Are copies of deeds and mortgages kept in a fireproof place?

3. Probably it has never occurred to you to think of the registry-of-deeds office as a "blessing" to the community. But it is. Can you tell why?

4. Is there any piece of property in your community which has had unusually interesting owners in the past? If possible, trace some piece of land back to its early owners.

5. Where are the automobiles of your community registered?

6. If you sell your automobile or your motor boat, you must notify a certain state official. Who is the official? Why is this necessary?

Owning Part of a Business

There is another important kind of property. This is a business such as a shoe factory, a railroad, a store, a bakery, a paper route. Sometimes a store or a factory is owned by one person or one family. That is, in the case of a factory, one person owns the land, the building, the machinery, and the things made in it. He employs others to do much of the work. A business may also be owned jointly by several persons who are called partners. Some of the largest businesses, however, are owned by a large number of persons, who are organized as a corporation. Usually railroads and large factories and stores are owned not by one person nor by a partnership, but by a corporation. When this is the case, we have to think of the railroad, factory, or store as divided into many parts, or shares, owned by many different persons. There are some businesses which are divided into thousands of these parts, or shares, owned by many different persons. You could own a single share or many shares of a railroad or a factory; you might also own hundreds of shares of several businesses.

When the owners are organized as a corporation, each person must have something to show that he is part owner of the business. This is a piece of paper on which is printed or written the name of the corporation, the names of its principal officers, the name of the owner, the number of



If you own a share of stock of one of the railroads, you are a part owner of it. Would you not like to feel that you owned part of one of these locomotives?
(Courtesy of the New York Central Railroad)

shares which the paper represents, and the date when it was purchased. This piece of paper is called a stock certificate.

For the convenience of people who want to buy and sell part of a business, there are places called stock exchanges in some of the large cities, where shares of many businesses are for sale. A stock exchange is really much like a wholesale market; but instead of the buying and selling of apples, potatoes, and celery, which takes place at a market, there is the buying and selling of pieces of paper (stock certificates) which represent ownership in different kinds of businesses. A

person cannot go directly to a wholesale market or to a stock exchange to buy what he wants. He must buy or sell through some dealer. On the stock exchange these dealers are bankers or brokers who are members of the stock exchange, that is, who have the right to buy and sell there.

Sharing the Profits of the Business

When you own part of a business, you expect to receive a part of its earnings. When it is prosperous, it pays you a part of its profits, which is called a *dividend*. The more shares of stock you own in a prosperous company, the larger is your dividend. In the years in which the business earns nothing, you will probably get no dividend.

There are two principal kinds of stock, one called *preferred* and the other *common*. The difference is that the dividend on the preferred stock must be paid before anything is paid on the common stock. One railroad, for instance, guarantees to pay to the owners of preferred stock seven dollars a year on each share before it pays anything to the owners of the common stock. The directors meet quarterly, and at each meeting decide what dividends, if any, shall be paid to owners of common stock the coming quarter. Usually, of course, there can be no dividends unless the earnings are large enough to pay all expenses, set aside a sum for a "rainy day," and still have something remaining.

The important thing to understand about owning stock is that while what you actually possess is only a paper certificate, what you really own is part of a business. Many men have made a fortune by putting their money into stocks of well-managed businesses. Men have also lost fortunes by buying the stocks of poorly managed businesses.

Pupils' Activities

1. If your parents own stock in any company, ask them to let you examine one certificate. Read it all carefully, even the finest print,

and ask them questions about anything you do not understand. Find out something about the business which it represents.

2. If your parents do not own stock, perhaps the teacher will arrange to have the class make a visit to a local bank and ask one of the officials to show the pupils some of the stock certificates which the bank owns.

3. With the help of a bank official, let the class make out a list of ten companies (railroad, electric-power-and-light company, department store, and others) in which it would be safe for you to own stock.

4. Organize an imaginary business among your class and issue stock. The boys of the class might organize a newspaper route. The girls might organize a candy-making enterprise.

5. In 1864 a man bought one share of a sewing-machine company. The company prospered and paid large dividends. By 1927 this one share had netted the owner about \$94,000. Ask some business man if he knows of persons who have made large sums of money by owning a few shares of stock in some railroad, telephone, or steel business.

Another Kind of Paper Property

Bonds are another kind of paper property. A bond is a promissory note. When a railroad needs funds to buy new locomotives or to lay new rails, or when any business needs large sums of money, it frequently borrows from the people and gives them bonds in return. A bond promises to pay interest at regular intervals, usually twice a year, and to pay back the principal at some future time.

The bonds of a corporation are safer to own than its stock, because holders of the bonds have the first claim on the property of the corporation.

The safest of all bonds are those of the United States government. As you know, the government must have large sums of money to pay salaries, to build lighthouses, and to do the many other things required of it. It pays for these things out of taxes taken from the people. But it frequently needs

more money at a given time than it has on hand; and, to meet these special expenses, it borrows from the people, giving them its promissory notes in the form of bonds, which pay interest. When sufficient tax money is available, the government pays back what it has borrowed from the people.



Does this home picture suggest property that you would like to own some day? Which of these things would you like to own first?

States, counties, cities and towns, as well as the United States government, frequently borrow from the people in this way. Watch your newspapers for advertisements of these bonds.

Pupils' Activities

1. Find out what bonds issued recently by your state or county you could buy if you had the money.
2. With the help of some business man, make out a list of five bonds which it would be safe and profitable to buy if you had \$5000 to invest.

3. Ask some official of your local bank what would be the best investment you could make with \$100.

4. Explain what a Liberty bond is.

5. If possible, examine a bond and make a copy of the first paragraph. How does the wording differ from that of a stock certificate?

Still Another Kind of Paper Property

A man who owned neither houses nor land, who had less than two thousand dollars in the bank, nevertheless when he died, left his family in comfortable circumstances. This was all because of a piece of paper which his wife found locked in his desk after his death. This paper was a life-insurance policy for \$50,000.

A life-insurance policy is a kind of paper property with which you are all familiar. It represents a certain sum of money which an insurance company agrees to pay the owner at some future time. Before you can own a policy, you must sign an agreement with the insurance company to make payments each year for a number of years (payments are often made semiannually or even monthly or weekly); and in return the company promises at a future date to pay you or your heirs the sum of money specified in the policy.

Frequently parents take out insurance on their children when they are young, so that when they are ready for college there will be enough money to pay part of their college bills. Sometimes young people borrow money from a relative or friend to pay their college expenses, and give as security a life-insurance policy made payable to the person from whom they borrow the money.

One kind of life insurance helps people through "rainy days" when they are old. This is called annuity life insurance. "Annuity" comes from the same Latin word as "annual." This kind of insurance pays the person named in the policy a certain sum of money each year. Often a son or

a daughter, a grandson or a granddaughter, takes out such a policy for a parent or grandparent.

It is important, in the case of property of this kind, to understand exactly what the agreement is, to make payments promptly, and to keep all receipts of these payments. If, for



In his workshop, which is in the cellar of his home in Washington, D.C., this boy is building a light sport airplane. This property will be doubly his, for his time, his money, and his skill have gone into it

any reason, a payment cannot be made at the time agreed, the owner of the policy should know exactly what he must do to prevent the policy from becoming useless.

Pupils' Activities

1. If possible, bring to class a life-insurance application blank and discuss the terms in it which are not clear.
2. What is a premium? a paid-up policy? an endowment policy?
3. Where should a policy and the receipts of payments be kept?
4. If you happen to know of an instance where a life-insurance

policy has helped to educate a child, care for an elderly person, or prevent a home from being broken up, tell about it.

5. If, for some reason, you cannot make a payment on your life insurance when it is due, what can you do to prevent losing all you have put into it? Suppose that your father has a policy for \$2000 on your life, but, because of doctors' bills, is unable to meet the next payment. Write the kind of letter he would have to send to the life-insurance company to protect himself from loss.

What happens to your Property when you Die?

If you want to give away or sell property while you are living, you make out a bill of sale or a deed. But to dispose of your property after your death, you make a *will*. A will is a written statement telling to whom you want your property to go on your death. To be legal this statement must be dated; and it must be signed by you in the presence of witnesses (usually three persons, but the number varies in different states), and these people must all sign it in your presence.

Who is to pack your books and send them to the friend to whom you give them in your will? Who is to notify the register of automobiles that you have died and that your automobile is to be turned over to John Doe? There must be some special person to do this. It cannot be left to anybody or everybody. So in your will you name some person to carry out its directions. Such a person is called an executor. If, for any reason, you neglect to name an executor, or if the person whom you name cannot attend to the matter, the judge of the probate court will appoint someone else.

The government is so careful to see that your property is distributed as your will directs, that the executor must account to the court for all of it and prove what he did with it. If he did not give it to the right people, he must make the error good out of his own pocket. If he is dishonest in handling it, he can be put in jail also.

Not every person who owns property makes a will. What happens to the property of such a person when he dies? The probate court (in some states this court has a different name) appoints a government official, called an administrator, who



Look over this man's shoulder and let your mind travel over the country. from city to town, town to city. Property worth billions of dollars is what you will see — factories, stores, homes, bridges, railroads, farms. (Courtesy of the National City Company)

pays debts, collects bills, and turns over money and other property to relatives of the person who has died. If there are no relatives, then the property goes to the state. Which relatives are to receive the money and other property of deceased persons varies in different states ; for this is determined by laws passed by state legislatures.

Like copies of deeds and mortgages, each will, after the death of the maker, must be filed with a county government official, usually at the probate-court building. In due time the executor must also file a statement, showing that he has disposed of the property according to the will. An administrator must send to the court a signed statement showing that all property has been disposed of according to the law.

No matter how little or how much property a person has, the court sees that the wishes of the owner are carried out if he leaves a will, and that the property is distributed according to law if he leaves no will. The following item illustrates how great a variety of property must often be disposed of :

LEFT \$500 FOR PARROT

New Brunswick Woman Provided in Will for Pet's Care

In the will of Mrs. Nellie Hutchinson, who died in New Brunswick, N. J., Jan. 24, \$500 was left for the care of a pet parrot. The money was set aside in trust for Miss Lucy Morris, a friend, "to provide a home and take care of my polly, Durham." The bequest also said :

"The polly has been a pet of mine for thirty years; it is my intention and desire that it shall be well taken care of as long as it may live, and that in the case of the death of my said friend Lucy Morris, if none of her family is able to care for it, the bird shall be killed as humanely as possible."

Pupils' Activities

1. Assume that you are of legal age, and own your home and its furnishings, an automobile, a small sum of money in the savings bank, and ten shares of railroad stock. Make a will which would be legal in your state. Let the class decide on the two wills which seem to be drawn up most satisfactorily, and submit them to some lawyer to criticize.

2. Why do you think the government is wise in requiring the original will to be filed in a government office, rather than a copy of the will?

3. If your father died without making a will, to whom would his property go according to the laws of your state?

4. Why is it important that every person who owns property or money should make a will?

Can your Property be taken from you ?

The only ways that any of your property can be taken from you legally are as follows :

1. If you owe a person money which you cannot pay, he can force you into bankruptcy, and most of your property will be placed at the disposal of the court.

2. If you owe a person money and can pay but will not, this person can sue you in court. If the court decides that the claim against you is just, your property will be taken and sold to pay the debt, unless you have money with which to pay it.

3. Land and buildings can be taken from you by the government if you fail to pay your taxes.

4. Land and buildings can also be taken from you by the government if they are needed for a street railway, a reservoir, a railroad, a schoolhouse, a new street, or any other public undertaking. Property taken in this way is said to be taken *by right of eminent domain*. If the government takes your property for such purposes, it must pay you a fair price.

Your property can be taken from you in the ways enumerated above because of laws which the state and nation have made. The passing of property from one person to another is completely regulated by law.

Pupils' Activities

1. Ask your parents or some business men if they know of any person who has had to sell his property to the government or to a railroad or other public-utility company. Find out what a public-utility company is unless you already know.

2. Suppose you own a farm but cannot pay your taxes this year. Find out exactly what would happen.

3. Does a railroad or a street railway run through your town? If so, see if you can find out anything about how the company got the land on which to lay its tracks.

4. When a person becomes bankrupt, what happens?

How Property can be taken from you Illegally

Some days hundreds of automobiles are lost to their owners. They are not taken by the court but by private individuals — thieves, burglars, and thugs. If a stolen automobile is recovered by the police, the owner can obtain his property by proving that it is his. Money, jewelry, and many other kinds



Washington's Home at Mount Vernon, Virginia, was loved and cared for faithfully by our first president and is still in good condition

of property are stolen from homes, hotels, and on the streets. The only protection against such loss is the carefulness of the owners and the protection of the police and the courts.

1. In protecting your property *your part* is to see that your doors are locked when they should be; that money, stocks, and bonds are kept in the bank or a strong box; and that the police are notified promptly of suspicious persons.

2. The *part of the police* is to patrol the streets, to see that doors of stores and houses are locked at night, to question all suspicious persons, and to arrest all wrongdoers. When theft

is reported to the police department, inspectors must try to find the stolen article and the thief.

3. As an additional help in protecting your property, *the law* makes it a crime for any person to receive stolen goods. A pawnbroker, a second-hand-automobile dealer, a jeweler, or any person who accepts stolen goods knowing or believing that they are stolen can be arrested. The law also says that a person who buys or accepts as a gift stolen goods must restore them to the owner without charge, even if he had no knowledge that they were stolen.

4. The *part of the court* is to try all persons accused of stealing, and to sentence all those found guilty. The court assists property-owners in still another way. For example, if one of your neighbors borrows a vacuum cleaner from your family and refuses to return it, you cannot force your way into his house to get it. The government would call that "breaking and entering," and you could be arrested. You must get your property in the way provided by law. This is to sue him in court. Probably merely the threat to sue would accomplish the purpose.

Only the police with a written order called a search warrant may legally enter and search a private house or store. To obtain a search warrant the police officer must have reason to suspect that stolen property is in a certain building. He must ask the court to give him a written order to search that building. This warrant must state not only what building is to be searched, but also for what article it is to be searched. Unless an officer can show such an order, no person need admit him into his house.

Pupils' Activities

1. Have any articles of value been stolen recently in your community or neighborhood? If so, how were they stolen? Were the thieves caught? If so, how were they punished? What officials had some part in arresting and trying them?

2. Is your home adequately protected from thieves? Explain in detail. Does your street or community need better police protection? If so, how could this be secured?

3. A notorious thief and burglar once said that if owners of valuable property took as much pains to protect them as burglars and thieves took to get them, there would be little for thieves and burglars to steal. Give instances to illustrate this.

Another Way your Property can be taken from you

You probably think that the chief way your property can be taken from you is by theft or trickery. But more property is lost through a power deadlier than the boldest thief or burglar. This power is fire. A thief could steal your jewelry, your money, and other small articles from your home. Fire could steal not only these things but the house itself. The government makes laws punishing all theft, hoping by this means to reduce the number of dishonest persons; the government also makes laws punishing persons who deliberately set fires. But fire itself cannot be reached by the law. Someone has estimated that every minute through the year a thousand dollars' worth of property is burned up. Property that is stolen may be recovered, but property that has been burned is lost beyond recall.

The person who maliciously sets a fire is guilty of arson and can be severely punished, but this will not restore the property that has been destroyed.

Protecting Property from Destruction by Fire

Your part in protecting your property from destruction by fire is to be careful of matches, stoves, furnaces, candles, brush fires. You should know how stove, furnace, gas heater, electric iron, or radio might cause fire, and should see that everything is in proper condition. To leave an electric iron or a coffee percolator with the current turned on may result

in losing not only the electric iron and the percolator but the whole house and its contents as well. If you live where there is not an adequate fire department, your home should be equipped with a chemical fire extinguisher, plenty of garden hose, pails, and a ladder by which you can get to the roof.



When this grain elevator burned, not only wheat but valuable property made from the products of the forests and the mines was destroyed

The part of the government in protecting your property from loss by fire is to provide a water system, hydrants at frequent intervals, a fire department, a fire-alarm system, and fire wardens to prevent forest fires. Scattered farming communities cannot provide the kind of equipment which thickly settled communities have; but state policemen, who patrol on motorcycles or by automobiles, are expected to help fight fires. Rural villages connected by good roads with large towns or cities have frequently called on these larger communities for their fire apparatus. The time will doubtless

come when good automobile roads will put a modern fire department within reach of every country village.

Pupils' Activities

1. What fire protection does your schoolhouse have?
2. If you discovered fire in your school building, what should you do?
3. How is your home protected against destruction by fire? Tell just what you would do if you found your home on fire.
4. Explain just what connection the following persons and things have with causing or preventing fire: hydrant, fire-alarm box, telephone, asbestos, hook-and-ladder truck, gas patrol, chemical engine, gasoline, kerosene, cigarettes, fire chief, fire warden, policeman, ash-container, automatic sprinkler, fuse.
5. Find out these things with reference to your home:
 - a. Where the nearest fire-alarm box is; the nearest telephone (if you do not have one in your home).
 - b. How your home is (or can be) insured.
 - c. What rules about matches etc. fire-insurance companies make.
 - d. What your fire department consists of; how the chief is chosen; how modern the equipment is.
 - e. What laws about fire escapes, lightning rods, water supply, grass fires, affect your community? How are they enforced?

Assisting Property-owners is one of the Government's Most Important Duties

To know how important the government considers all property, and how many government officials give all their time to keeping a record of it and protecting it, ought to increase your respect for it.

You have seen in earlier chapters how large a number of government officials are serving you. But did you ever realize that the moment you are in possession of certain kinds of property, immediately you are being served by many other government officials?

Suppose that you buy and cultivate a farm. What government officials are added to your list of helpers by this act?

1. In the first place, the *register of deeds* at the county courthouse has made a record of the fact that you bought this land on a certain date from a certain person.

2. If, to help pay for the farm, you have borrowed money by taking out a mortgage, the *register of deeds* office has recorded your mortgage.

3. You insure your buildings against loss by fire or wind or flood, and in so doing you are protected by *state government officials* who see that insurance companies are honestly and wisely conducted.

4. Perhaps you find that you need to give your fruit trees some kind of special treatment, and you fear the attacks of the corn-borer; so you write to your *county farm bureau* (connected with the department of agriculture), which sends you directions as to what to do in both cases.

5. If your land lies in an area where there is insufficient water at certain seasons, the *Reclamation Bureau* at Washington may already have plans to provide irrigation for your section.

6. To get your products to market requires good roads to the nearest railroad. The *state highway commission* and the *county road commissioners* are responsible for the care of these roads.

7. To see that the railroad provides reasonable train service at reasonable rates is the responsibility of your *state public-utilities commission* and the *Interstate Commerce Commission*.

"Property-owner" is a word that has magic in it. As an owner of land or buildings you own a part of the United States -- an honor indeed.

Pupils' Activities

If your parents own real estate, make a list of the government officials of community, county, state, and nation that have something to do with recording, improving, or protecting it. The list will differ from the one given above according to the location of the property. Copy these into your civics notebook.

Some of the Problems of Ownership

One day a high-school girl went to spend the evening at a friend's house, carrying with her a suitcase containing a valuable violin. She stopped at the library to look up some

history references; and when she was ready to leave, the suitcase had disappeared. Several weeks later a friend telephoned that she had seen a violin which looked like the stolen one in a pawnbroker's window in a neighboring city.

Pupils' Activities

1. Whom should the girl have notified of her loss? What else could she have done to try to regain her property?
2. What would the girl have to do to get the violin from the pawnbroker if it proved to be hers?

One day a man left in a railroad station a leather case containing valuable papers. The girl who found it took it home and wrote to the address which appeared on some papers, saying that the owner could have the brief case by telephoning or writing her a full description of it. It was three days, however, before the man received this letter, and in the meantime he had been nearly frantic over the loss. He had reported it to the lost-and-found department of the railroad authorities, and had made inquiries there several times a day.

If you find money or property in such places as railroad station, train, trolley car, street, store, church, theater, you have a twofold duty. You must prevent the property from falling into the hands of a dishonest person, and you must see that the rightful owner is found, if possible.

Pupils' Activities

1. What should the girl have done to make sure that the brief case reached the owner as soon as possible?
2. Tell what you would do in each case if you found some article in the places mentioned above.
3. When is it stealing to keep money or other property that you find? There are certain conditions under which you can honestly keep property you find. What are these conditions?
4. On what occasions should you notify the police department of something that you had found?

5. On page 248 you will find a letter which tells of the frequent theft of bicycles from a junior-high-school building. Suppose one of the boys had seen, in the yard of a house that he was passing, a bicycle that looked like his stolen one. What could he do?

6. Suppose that you saw a person drop a pocketbook and another person pick it up. What would you do?

Caring for Property

A magazine which prints humorous stories and incidents, included this one week among its pages:

Two freinds were standing at a window of a city club, watching a man work over his automobile. One finally said to the other, "I've been watching that mechanic for the past fifteen minutes. There's a man who knows his business. He didn't spill a drop of oil on the ground. He put down the hood gently, fastened it securely, and left no finger prints on it. He wiped his hands on clean waste before opening the door, spread a clean cloth over the upholstery, meshed the gears noiselessly, and then drove slowly and with caution into the street."

"Yes," said the other. "That's his own car."

That the magazine thought this story humorous shows a rather startling thing - few people take as good care of the property of others as they do of their own. Do hired chauffeurs never take as good care of the automobiles they drive as the owners would? Do people who live in rented houses never take as good care of them as the owners would? If it is unusual for a person to respect and take the best possible care of another person's property, what about government property? Is that neglected and badly treated?

These questions will suggest to you your post office, electric lights, trees and shrubs, public parks, sidewalks, railings, streets, rented houses, railroad stations, trolley cars and busses. A man would not sit in a friend's house and strew peanut shells, orange peel, and newspapers over chair and carpet. Yet he will do this in a street railway or a railroad train. A boy would not carve his initials in the easy chair in

his sitting-room at home ; yet he will treat his school desk in this manner. People do not mark up the wall paper near their home telephone, but they disfigure the walls near public telephones.

The only way to get people to show respect for all property is to make them understand how precious it is. Buildings, automobiles, and almost all kinds of property represent



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If the driver of this truck had been its owner, don't you think he would have been more careful?

valuable materials and labor. More than a hundred keen, expert workers have helped to build each automobile. A car in a railroad train has cost thousands of dollars. Are not such things worthy of respectful, careful treatment?

Probably the reason that owners of property take better care of it than renters or other users is that the former realize its value ; for they have paid money to buy it or to improve it. Some owners have received all their property as gifts, and they are often as careless in its use as those who are not owners.

Pupils' Activities

1. Draw up a set of rules for your own use in the care of the property which you own. Copy these into your civics notebook.
2. Draw up a set of rules for a family which lives in a rented house or apartment or on a rented farm. Copy these into your civics notebook.
3. What rules should a railroad make for the people who use its railroad stations and trains?
4. If you were a taxpayer, what rules for pupils should you want the principal to enforce in your school? Copy these into your civics notebook.
5. What property which belongs to others do you make some use of? Test yourself and watch others, to see if you and they use the things which do not belong to them with the same respect and care that they would give to their own property.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills:

HABITS

1. Using all property carefully.
2. Remembering to put valuable papers and articles in safe places.
3. Using matches and electrical and gas apparatus carefully.
4. Saving so that you can some time own valuable things.
5. What others?

ATTITUDES

1. A feeling of respect for property and property-owners.
2. Willingness to sacrifice in order to own property.
3. Responsibility for protecting the property of others, especially the property of the government.
4. What others?

SKILLS

1. Ability to distinguish between things of little value and those of real value.
2. Ability to learn the facts about any business in which it would be profitable for you to own stock or bonds.
3. What others?

CHAPTER X

OWNING AND USING MONEY

Money a Special Kind of Property

Perhaps the only thing you have been anxious to own is money. This is one kind of property. So important is money that the government makes it, regulates its use, and in very special ways protects those who own it.

Before you proceed to learn more about money, you will want to think over what you already know. You have learned in your study of history that at one time furs, corn, beads, and other articles were used as money ; that later each colony or state made its own money, so that many different kinds of currency were in use, causing great confusion ; that finally the United States government took over the making of money ; that today only the national government can make money for use in the United States, and persons who counterfeit it are severely punished.

In arithmetic perhaps half of the examples and problems are about the money cost of articles. Other problems are about loans, rates of interest, and other matters relating to business transactions. In arithmetic you also learn what banks have to do with money.

Pupils' Activities

1. Write out carefully all you have learned about money in your study of history ; in your arithmetic and algebra work. List the facts briefly and number each one.

2. What is counterfeit money ? What is the value of a counterfeit ten-dollar bill ? What is a forger ? Why are especially severe penalties necessary for counterfeiters and forgers ?

What is Money

Money is the kind of property which you use to secure land, houses, food, clothing, and all other kinds of property.

People earn money for just one reason. They can exchange it for the things they want. How necessary money is you can see readily by supposing that a boy who wants a motor cycle has only a dog that he can exchange. The city dealer who has motor cycles to sell has no use for the dog, but needs many other things. Without money neither the boy nor the motor-cycle dealer would get what he wanted.

Take another illustration. Suppose you need a raincoat. Your father, who is a carpenter, gives you ten dollars, which he has received from a building contractor in exchange for one day's work. What your father really does is to give you a day's worth of his skill and time. You exchange your father's work for a raincoat. The storekeeper perhaps exchanges your father's work for theater tickets. And so it goes.

Money, then, is something which you can exchange for the things you want.



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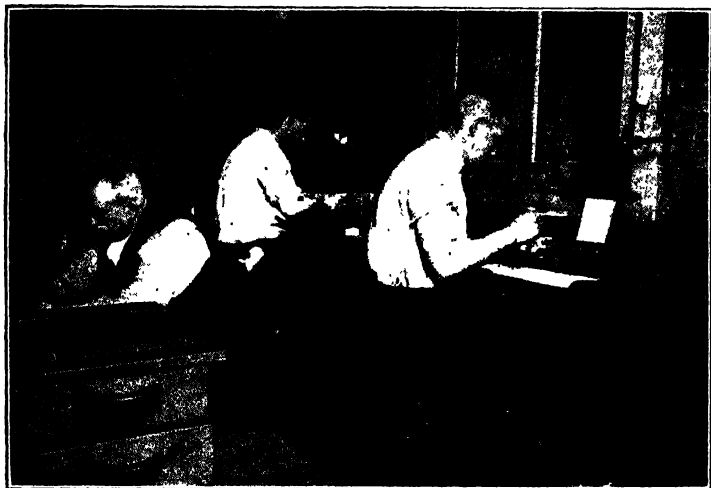
• These girls have exchanged their money for a summer-vacation trip

Pupils' Activities

Make a list of at least ten different things you could buy at the cost of a dollar each. Then think out a clear way of explaining to a younger brother or sister what a dollar really is.

Money measures Value

The yardstick is a measure of length, the scales are a measure of weight, money is a measure of value. You can describe



In a government workshop—stamping the government imprint on coins.
Examine several different coins to see what this imprint is

a dress as consisting of four yards of silk or as worth fifty dollars. In one case you give its measure in yards; in the other, in dollars.

Our system of money is such that we can express the money value of a thing very exactly. There are silver dollars, half-dollars, quarters, and dimes, nickel five-cent pieces, and bronze one-cent pieces, as well as gold coins and paper money in various denominations. The coins are the real money. Paper bills are used merely for convenience. They are easier to carry

than coins. Therefore the government permits the people to use paper bills in denominations of one, two, five, ten, twenty dollars and larger amounts. For each dollar that these bills represent, a dollar coin in silver or gold has been placed in the government treasury. The only reason paper money has any value is that it represents actual silver and gold in the hands of the government.

Who Makes Money?

All the money used in the United States is made by direction of the Treasury Department at Washington. The mints in which coins are made are located in Philadelphia, San Francisco, and Denver. The printing shop where paper bills are made is located in the city of Washington, and is called the Bureau of Engraving and Printing.

Money is put into circulation through the banks.

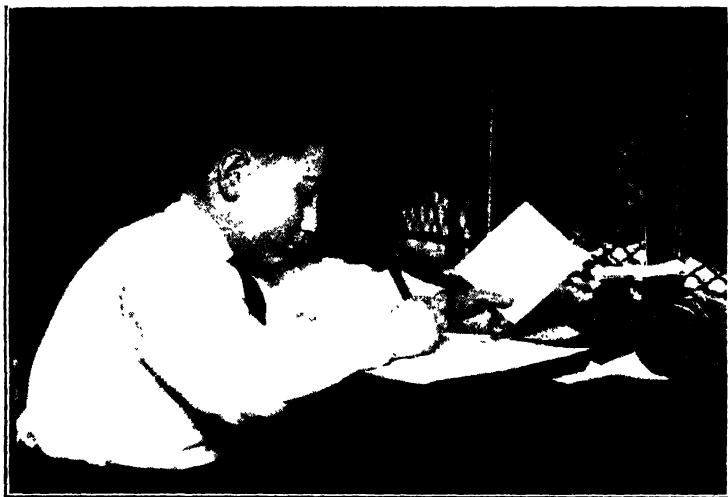
Pupils' Activities

1. The richest man in a certain community is said to be worth \$1,500,000. What does this mean?
2. Could a man be worth a million dollars and yet not have a single dollar of money either in his house or in the bank?
3. What does "salary" measure? What do "wages" measure?
4. Many farmers still exchange vegetables and eggs at the village store for groceries and supplies which they need. Use this or a similar illustration to explain to a pupil in a lower grade what money is.
5. Suppose that when the bank changes a dollar for you it gives you a silver coin like the ordinary half dollar but with the words "Made by Henry Ford at his factory, 1928." Would you accept this? Why?

Banks help to protect your Money and Valuable Papers

In connection with money the banks are one of the helps that you need to know about. Perhaps you have already begun to use them. Later, when you are earning your living, you will find that a bank is indispensable.

For all small articles of value there should be a place of safe-keeping. Money tucked away in a drawer at home, or even locked up in a tin box, may seem safe enough, but it is not. It could be destroyed by fire or it could be stolen. Banks will protect your money, your stocks and bonds, your insurance



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A busy day at the public-school bank. What kind of official is this boy?
What does a school bank do with its money?

policy, and any other important documents. That is, you can rent from certain banks, for a small sum each year, what is called a safe-deposit box, in which to keep papers and other articles of value. Only with the key which the bank will give you can this box be opened. It is inclosed in a fireproof room with the heaviest kind of steel doors.

Banks help you to make Money

Money is something to spend from day to day, but it is also something to save. Banks not only provide a safe place for your money, but they help you to make money. There is

only one wise thing to do with money that you save -- put it to work to earn more money for you. One way of putting it to work is to deposit it in a *savings bank*. Savings banks will receive sums from a dollar up to several thousands; and they will pay interest, usually twice a year. You can draw money out at any time and deposit money at any time. New deposits do not begin to earn interest until a certain date, however, and interest will not be paid on money withdrawn before the next interest day.

The bank will give you a pass book, in which it enters each deposit and withdrawal that you make. If by any mischance you lose or destroy this bank book, you should notify the bank at once, so that no other person can draw out your money.

To earn money for you, savings banks lend part of your money to people who want to buy land or build houses, and to railroads and certain other businesses approved by the state. All savings banks are under the supervision of the state in which they are located. State-government officials examine them each year, to see that they observe the laws passed to safeguard the people's money.

Pupils' Activities

1. Which of the following things should you want to keep in a safe-deposit box? List these in the order of their importance: savings-bank book, birth certificate, stock certificates, automobile license, check book, fire-insurance policy, high-school diploma, life-insurance policy, deed, bonds, will, passport, membership ticket in athletic club. Tell why each is important.

2. What is the name of the savings bank nearest your home? Find out on what dates new deposits begin to draw interest; on what dates interest is paid. Explain what compound interest is. How long would it take for \$100 to double itself in this savings bank? Enter this information in your civics notebook.

3. Why do you have to sign your name to a slip when you withdraw money from the bank?

4. Your state law requires the bank to publish in some newspaper an annual or semiannual statement of its funds, investments, etc. Why is this a wise law?

5. Let either the whole class or a delegation from the class visit a savings bank by special appointment. Make a report of this visit. Insert in your civics notebook the most important things contained in this report.

When Money is Capital

When a person uses money to gain more money, we call it capital. Those who save and invest money we call capitalists. Every depositor in a savings bank is a capitalist. Every person who starts a business is using money to make more money and therefore is a capitalist. The boy who has a paper route and hires another boy to help him is a capitalist. So are the boys and girls who own a cow or a sheep, and sell the milk or wool; also those who own land, and raise vegetables or flowers for sale.

Pupils' Activities

1. If you save \$5 each month, how can you turn this into capital?
2. Suppose you had \$5000 to set to work. Could you use it in your community? If so, how? If not, how could you use it?

Banks provide a Convenient Way for you to pay your Bills

The money that you will need to spend from day to day you should keep in the kind of bank that will give you a checking account. Such a bank will give you a deposit book and also a check book. You can then pay all your bills with checks instead of money. When you want money yourself, you go to the bank, make out a check to yourself, and present it to the cashier. He keeps the check and gives you money. In the town in which you live, or in a neighboring town or city, there is some bank which will open a checking account with you when you are old enough.

The banks which do this service for you have different names — Union Trust Company, First National Bank, etc. They are all inspected by government officials of either the state or the nation.

The government intends that the money which you deposit in any bank shall be safe. The chief way, besides theft and fire, by which you might lose the money is through bad management. The bank uses a part of its funds to lend to business men at interest, thus making money for itself. If the bank should lend too much of its money, it might not have available on any one day enough funds to cash all the checks that depositors present. Or if the business men who borrowed

money from the bank failed to pay it back promptly, the bank might find a shortage of funds. Therefore the government has made laws requiring banks always to have on hand a certain part of the money deposited, and has required stockholders to make good all losses up to a certain amount.

Government, however, cannot guarantee you safety. You must use as much care in selecting the bank with which you do business as you would in choosing your friends.



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Is there such a thing as easy money? These men think so. They are "combing" the beach for jewelry lost by bathers

Banks provide a Safe Way to carry Money

Items like the following appear frequently in the newspaper :

**CHARLESTOWN MAN LOSES \$1479 TO
PICKPOCKETS**

**Withdrew it from Bank and Missed It
When he Purchased Street-Car Tickets
Soon Afterwards**

James A. Kerr, of 38 Sever Street, Charlestown, withdrew \$1479 from a bank today, but lost it to pickpockets when he entered a street car not fifty feet from the bank.

But no such tragedy need ever occur; for every time a person withdraws money from any bank (whether savings bank or trust company), he may obtain from the cashier, instead of the cash, a check made out to himself. Checks are useless to pickpockets and thieves except as explained below in Activity 2. The men and women who own the most money seldom carry large sums with them. They carry checks instead. There is no reason why poor people should not use this safe way of carrying money as well as the rich.

Pupils' Activities

1. In order to open a checking account with a bank, you must deposit a certain sum of money, and often must agree to keep a certain amount there. For example, some banks will open an account with any person who will deposit three hundred dollars and keep a balance of at least two hundred dollars. How much money should you need in order to open an account in the bank which would be most convenient for you to use? What is the minimum balance you must keep at this bank? Does it pay interest on sums over a certain amount? Enter this information in your civics notebook.

2. The only time that pickpockets or thieves can profit by stolen checks is when they have been made out to "Bearer" or "Cash," or when the check has been properly indorsed on the back. Therefore, for safety's sake, a person should always have checks made out in his own name, and should not indorse checks until ready to use them. Draw up various checks, to show the safe and unsafe ways. Copy these into your civics notebook.

Banks will lend you Money

Another way in which banks can be of assistance to you is by lending you money. Several years ago an enterprising girl named Louisa Schlagel, who was a member of an agricultural club, lived on a farm in Connecticut. She was ambitious to earn money, and one spring decided to buy some Shropshire lambs. Her father was not able to help her just then; so the New Haven First National Bank lent her twenty dollars on a six months' note. She returned the loan promptly, and the bank continued to let her have small sums when she needed them. In a few years' time she had succeeded so well with her sheep-raising that she had won several prizes at the Eastern States Exposition. The particular bank through which she got her start helped other school pupils. Here is a copy of one of the promissory notes showing the loan which the bank made to one pupil:

\$15. ⁰⁰	NEW HAVEN, CONN. <u>March 7, 1927</u>
<u>Six months</u> after date <u>I</u> promise to pay	
to the order of <u>The First National Bank</u>	
<u>Fifteen</u>	Dollars
at THE FIRST NATIONAL BANK OF NEW HAVEN, CONN. Value received	
Due <u>September 7</u>	<u>Helen Smith</u> R.F.D. #4

As you know, when you borrow money from a person or a bank you must give a promissory note showing the amount borrowed, the date of repayment of the loan, and usually the rate of interest.

Being a minor, Louisa Schlagel ordinarily could not have borrowed money without the indorsement of a parent or some other adult. But the New Haven bank was so anxious to help the pupils on the Connecticut farms that it agreed to lend money to those young people who had good references.

Pupils' Activities

1. Tell what a promissory note is and why it should be kept in a safe place. Who keeps this note — the borrower or the lender?

2. Find out several of the large enterprises for which the banks in your neighborhood have lent money to business men.

3. Assume that next summer you are to earn money and will need some capital to start with. Tell (1) what kind of work you plan,



In school you may be able to "add by machinery," but you must do your own adding at home

(2) what you need capital for, (3) how much you need, (4) when you could pay it back. Then assume that your local bank will lend you this money. Draw up the check it would give you and the promissory note you would give it. What security could you offer?

What is a Bank?

We have been talking about banks and what they do, and only a little about what they are.

What is a bank? You can easily describe a bank building — its vaults, its "cages," its desks. You know that it has a place of safe-keeping for money and valuables; that it lends money; that it receives interest on the money it lends, and pays interest on the money it receives; and that certain banks let depositors check out the money which they deposit.

Checks, money, iron vaults, safe-deposit boxes, are only a small part of a bank. These things are useless until they are handled intelligently by the people who run the bank.

In savings banks a group of men called trustees, and in other banks men called directors, are the power behind the

money and the vaults. It is they who are legally the bank. They decide how money shall be invested. If a bank fails, the trustees or directors are held responsible. If the bank is prosperous, it is the trustees or directors who are given credit for this success. They must be keen, alert, trustworthy.



This bank in Normal, Nebraska, is said to be the smallest in the country, yet it has a record of no losses

To organize a bank, a group of men proceed as follows :

1. By getting a charter, either from the Treasury Department at Washington or from the bank commissioners at the state capital, to show that they are authorized to conduct a bank.
2. By electing a board of directors, who, in turn, elect a president and other officers, to conduct the business of the bank.
3. By securing funds for deposit in the bank.

In order to get a charter from either the Treasury Department at Washington or from the bank commissioners of your state, the organizers must agree to observe the rules and regulations made by the government.

The banks which receive a charter from the national government are called national banks and must observe the

laws passed by Congress. The banks which receive a charter from the state government are called state banks or trust companies and must observe state rules. State banks are as safe as national banks in those states which have made their banking laws as strict as national laws.

Pupils' Activities

1. Is the bank nearest your home a national bank or a state bank? How do you know?

2. Every bank has a charter. What is a charter?

3. Who are the state officials who regularly examine the banks of your state? Consult your state manual, or, if this is not available, ask an official of your nearest savings bank.

4. Suppose that you have finished school and want to go into business. You have five thousand dollars, but you need ten. How could a bank help you? How should you proceed to try to get the help of a bank?

Does the Government provide Banks ?

Does the government have banks in which the people can deposit money and from which they can borrow money? If the government runs banks, should you not prefer to deposit your money in them and to borrow from them? Should you not expect a government-owned bank to be safer than any other?

There are no government banks which would accept your money and give you a checking account or lend you money. The banks in which citizens can deposit money and from which they can borrow money are owned and run by groups of private individuals.

The government does have a system of banks, however. The purpose of these government banks is to help the privately owned banks. In other words, they are *banks for banks*. They indirectly help private individuals by helping the banks with which they do business. When a person uses a

bank, we speak of him as a *depositor* in that bank. When, however, a bank uses a government bank, we speak of it as a *member* of that bank. These government banks are of two kinds:

1. Twelve banks owned by the national government, called *Federal Reserve Banks*. For the purpose of helping the banks in all parts of the United States, the nation has been divided into twelve districts, and in each district a Federal Reserve Bank has been set up. By complying with certain regulations, any bank in your state can use the nearest Federal Reserve Bank for the deposit of some of its surplus funds and for securing loans. In other words, a privately owned bank can use a Federal Reserve Bank very much as you use your bank.

2. Twelve banks owned by the national government, called *Federal Land Banks*. By complying with certain regulations, local banks and the various National Farm

Loan Associations in agricultural sections can borrow money from the nearest Federal Land Bank, to lend to farmers and those engaged in marketing the farmers' products. There is a land bank in each of the twelve Federal Reserve districts.



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Putting money into the post-office bank. There is such a bank in your community. Where is it?

Business men believe that the United States has been a more prosperous place in which to live since these Federal Reserve Banks were established. The government has large sums of money which it must keep somewhere until they are needed for government expenses. This money, if available

to help a bank that is suddenly in need of additional funds, — as, for instance, when flood or hurricane devastates a region, and the business men need money quickly to rebuild, — will often prevent failures and great hardship. Because the government has Federal Reserve Banks in twelve different sections, it is usually possible to give immediate assistance to the banks in any section of the United States.

Pupils' Activities

1. Where is the Federal Reserve Bank of your district located?
2. Find out if the bank in your community which your father or your friends use is a member of the Federal Reserve Bank or Federal Land Bank. Get all the information you can about the way your bank is helped by the government bank.
3. In some parts of the country there are Joint-Stock Land Banks and Intermediate Credit Banks. Is there such a bank near your home? If so, find out who benefit from it.
4. Twice the United States government established a National Bank. Find out about these two attempts in your history textbook.

How the Government helps you to use and to save Money

Many families cannot save enough money to open a checking account at a bank, and many families live too far away from a bank to do this easily. The national government comes to the aid of such families through its post offices, which offer the people a substitute for banking service. Every post office and every mail-carrier on rural-free-delivery routes will register letters containing money or other valuable matter, issue money orders, and sell stamps.

Payment of all kinds can be made with money orders. Money orders are paper documents, much like checks, which show, for example, that John Jones is sending Paul Smith a certain sum of money. Jones gives the money to the nearest postal clerk, and the postal clerk where Smith lives pays the

money to him. Stamps can often be used in making payment by mail; for most persons and business concerns will accept them in settlement of bills of a few dollars or less.

The Post Office Department thus really acts as the private citizen's banker. It plays the part of banker in still another way. It will receive savings and pay interest on them just as a savings bank does. Any post office will issue to any person a "postal savings account" book, in which a record is made of each deposit and of each payment of interest. This government bank has one advantage over other banks: it has offices in every town and city in the United States. A person can deposit or withdraw money at any of these offices, whereas the depositor in a savings bank has only one bank at his disposal, unless he opens separate accounts in several different banks.



© Henry Miller Service

This mail-carrier had to make good a \$1000 registered letter which he lost

Pupils' Activities

1. Bring to class a postal-money-order blank, a registered-letter receipt blank, and a postal-savings-deposit blank. What does the post office charge for issuing a money order? registered letter? savings-deposit book? Do these fees pay the expense of the service?

2. Why do many of the foreign-born, even those who live in cities near banks, prefer to put their savings in a postal-savings account?

3. What kind of bills would it be convenient for your family to pay with money orders, postage stamps, or money sent in registered letters?

Things to Remember to Help You

You saw in Chapter VI that money represents hard work. It is therefore important that each of you take good care that you neither lose nor waste anything so valuable. These are some of the most important things you should have in mind :

1. Keep only the smallest possible amount of money in the house.
2. Make sure that the bank in which you deposit money is safe.
3. Never pay a bill without getting a receipt at the time. This rule should be observed even among friends. It is a simple business rule to which no friend could object.
4. Never send even small amounts of money through the mail except by registered letter. Send large amounts through money orders or checks.
5. Insure your valuable property from loss by fire, for money so spent may prevent waste.
6. Never indorse a check until you are ready to deposit or cash it, because if stolen or lost it might be cashed by the thief or finder before you had time to notify the bank.

The Personal Budget

The warnings given above relate to the possible loss of money. Equally important is waste of money. One of the helps in forming the habit of careful spending and saving is the personal budget. Do you know what this is? To keep a personal budget requires only a ten-cent notebook, pen and ink, and a little time. Estimate how much money you will have for a given period—a week or a month or a year. Think out and set down the wisest ways of using this money, indicating exact amounts and for what each dollar is to be spent. Set this down in your notebook.

In another part of your notebook set down the day-to-day or week-to-week receipts and expenditures, trying to keep to your original plan. If necessary, however, change your plan, but have something before you to hold to, if possible.

One of the qualities necessary to success in any undertaking is common sense. The budget is a common-sense aid to saving and spending. The boy who never spends a cent and the boy who never saves a cent — both lack common sense. Keeping a budget would show them that neither miserliness nor extravagance is necessary or wise.

Pupils' Activities

1. Bring to class and copy into your civics notebook an actual or an imaginary budget of your spending money for a month.
2. Why is a budget a common-sense aid to success?
3. Explain how a thrifty boy can be as foolish as a spendthrift boy.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, and skills :

HABITS

1. Using money carefully.
2. Keeping exact account of all money received and spent.
3. Spending another person's money as economically as you would your own.
4. What others?

ATTITUDES

1. Sufficient respect for the hard work that has gone into money to keep you from wasting it.
2. Regarding money as a means to an end.
3. What others?

SKILLS

1. Ability to figure quickly and accurately.
2. Ability to get facts about ways to invest money.
3. What others?

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS IX-X

Testing Yourself

Test I. Some of the following statements are true and some are false. Rewrite each false statement so that it will be wholly accurate.

1. The way to succeed is never to spend anything.
2. A penny saved is a penny earned.
3. Next to air and water, soil is the most important natural resource.
4. Every deed of real estate is registered at the state capital.
5. To find out whether the house you want to buy is mortgaged, you must write to the office of the secretary of state at the state capitol.
6. Any person who has saved several hundred dollars can own part of a business.
7. The safest of all bonds are those issued by the United States government.
8. The government can take any of your property away from you at any time.
9. The police department can keep any property which policemen find.
10. What you find is yours.
11. Money is something which you can exchange for the things you want.
12. Each state makes money.
13. Every depositor in a bank is a capitalist.
14. All savings banks are under the supervision of the national government.
15. You can open a checking account with any savings bank.
16. For safety one should use checks instead of cash.

Test II. Fill in the missing word or words of the following sentences so that each sentence will make a true statement. If you do not find the information in the text, ask questions of some lawyer, business man, or person connected with a bank.

1. The only time a pickpocket can use a stolen check is when it is made out to ----- or -----.
2. When you borrow money from a bank you must give the bank -----.
3. A bank is ----- by stockholders.
4. The president of a bank is chosen by the ----- . Some of the other officials chosen by the ----- are the ----- and -----.
5. National banks receive a ----- from the ----- government.
6. ----- banks are as safe as ----- banks in states which have laws as strict as ----- laws.
7. The bank which the government provides for all the people is -----.
8. Any post office and any rural-free-delivery carrier will ----- letters containing money, will issue -----, and sell -----.

Test III. Complete the following statements :

1. Government protects property in these ways: -----.
2. To make sure that rightful owners are not deprived of their property, government does these things: -----.
3. Government assists the owners of farm property in these ways: -----.
4. Government is concerned with money in these ways: -----.

CHAPTER XI

LIVING AMONG OTHER PEOPLE

Looking Back to Chapter II

You will remember that in Chapter II we saw that during the years in which boys and girls are called minors they are not only busy with the present but are preparing for the future. We have seen that preparing for earning a living and preparing to use money and other property wisely are two important ways in which we are getting ready for the future. Here we shall discuss something equally important — “living among other people,” we have called it. That is what we are specially concerned with in this chapter and in the succeeding chapters about home, school, and community.

Seeing people and doing things with them is a common, everyday occurrence. Then why should we take several chapters to talk about it? It does seem strange that we should have to learn to live and work and play with others, but there is nothing more difficult to do well. “He couldn’t get on with others” has been the reason for many failures. These failures are especially tragic, for they are wholly unnecessary. Perhaps this chapter will help you to avoid such a failure.

The Pronouns “We,” “They,” “You,” are Important in your Life

In August, 1916, a New York City high-school girl accomplished an extraordinary feat: she swam the English Channel in the shortest time that had been made. A few hours after she reached English soil, she wrote to her mother:

We did it, mother! We did it! The trick is turned, and aren't you just so proud? We are all so happy. . . .

You were with me on every stroke over. I did so much want to do it for you and make you feel proud of me.

"Get there or die; this day or never," was my motto.

This is only a part of the letter, but it is an important part because of the little pronoun "we." Do you know what made her say "*We* did it"? She meant "you and I and Dad"; for she made it clear that only because of them was she able to hold out to the end.

It is the pronouns "we," "they," "you," which mean so much in life. There are few things that you can do by yourself. All real games require at least two players, and most games more. Many acts of service can best be done only with others.

The Boy Scouts and the Girl Scouts are popular organizations. One reason is that large numbers of Boy Scouts and Girl Scouts are doing the same things and are comparing results. Most young people go to a school to study with others rather than study at home with a tutor. There is more pleasure and profit in reciting with others and in talking lessons over with others.

Probably if Gertrude Ederle and George Young, who won swimming championships in 1926 and 1927, had not had young friends to swim with during the years that they were developing skill in the water, they would not have succeeded.



Gertrude Ederle, the champion girl swimmer of 1926

Boys and girls with strong characters can master things whether they act alone or with others, but it is easier and pleasanter to do many kinds of things with others.

Pupils' Activities

1. Make a list of the principal things you did yesterday. Place in one list what you did alone, and in the other what you did with friends and acquaintances.

2. Set down five things which you want to accomplish in the near future. Can you do these best alone or with others?

Dealing with Others at School

Once in a while we hear of a country school consisting of a teacher and one or two pupils, but such schools are rare. Many schools have hundreds of pupils. Pupils must sit near each other, recite together, use blackboards and many of their reference books together, make certain investigations and reports together, play together.

To mingle in these ways successfully, requires

1. Ability to listen well.
2. Ability to talk well.
3. Ability to be a good loser.
4. Ability to be a good winner.
5. The spirit of coöperation.

Being a Good Listener at School

Unless you are going to be a failure in recitation and in all school activities, you must be a good listener. It is not fair to teacher or pupils to ask that a question or a remark be repeated because of inattention or lack of interest on your part. Moreover, unless you listen attentively you may not say the right thing at the right time. If a group of pupils are trying a new game or are planning an excursion, and one person acts as spokesman, courtesy demands attentive listen-



Living at a boys' summer camp is a real test of one's ability to get on with others. Would you stand the test?

ing. By being a good listener in class you will often learn how to improve your manner of speaking. Many times, also, you will get a clearer understanding of your lessons than is possible by studying and reading alone.

Being a Good Talker at School

Probably you do not realize how important it is in school life to be a good talker. By being a good talker we do not mean talking much and often, but being able to recite well in class, to take part acceptably in a class discussion or debate, to lead in a game, and the like.

Pupils' Activities

Dramatize (1) a class discussion to illustrate good listening and good talking; (2) a conversation at recess.

Being a Good Winner at School

Perhaps you smiled when you read on the preceding page that to mingle successfully with pupils in school you needed to know how to be a good winner as well as a good loser. You probably think anyone can be a good winner. But this is really as difficult as being a good loser, and equally necessary



Like the American Girl Scouts, these Scouts of Denmark are learning how to coöperate in many different activities

if things are to go smoothly. One year, when the football team of a big college won the chief game of the season, the students proceeded to "paint the town red." They took possession of taxicabs; they entered a restaurant, smashing dishes and driving out the patrons. These students were the poorest kind of "winners."

There are many examples of poor winners. A person who is so satisfied with a first success that he stops trying to do better and better is a poor winner. Frequently the boys and girls who get the highest rank and the prizes in school do not make the greatest successes in later years. This is because

they were satisfied with their early success and no longer worked at the top of their bent. In other words, they were poor winners. On page 10 you have read a brief account of Joe Givhan, a farm-boy winner. After he had had a series of successes, one of his friends said, "Well, Joe, I guess you're pretty well satisfied, aren't you?" He might have answered Yes; for in his years of club work he had made about three thousand dollars, and had won high praise from officials and successful farmers. But Joe was the right kind of winner, as his answer showed :

"No, sir. I'm not going to be satisfied until I feed a steer that will be grand champion at the International Live Stock Show. And after I finish college I'm going back to the farm and try to do it."

In addition to the winners who fail because they are satisfied with early success, there are many who lose out in later life because they showed a feeling of superiority to others. The person who feels superior always raises a barrier between himself and his friends and acquaintances. The winners who show the best sense and the best manners are those who act after success just as they did before.

Tests of a Good Winner

This is the kind of thing a good winner never says :

How could he expect to win over me? He had "nerve" to try, anyway.

I just had to show her that she wasn't so smart after all. I didn't care much about winning, but I couldn't let her get away with it.

Come on, let's do something crazy to celebrate.

These are some of the things a good winner will say :

I want to congratulate you folks too. You were great, even if I did happen to pull down the highest. You'll probably do the trick next time.

Thank you ; I'm proud, of course, but I want you to tell these fellows that I almost lost out to them.

Yes, mother, I won. Isn't that splendid ! But I'll have to go some to win next time. Hope you'll tell Jim's folks how well he did.

Practicing the right kind of spirit may seem artificial, but this often helps to make you realize how much good or ill a few words can do.

Being a Good Loser at School

To be a loser is an experience that will surely come to everyone many times. The ordinary events of life see to that. But what kind of loser a person becomes depends on himself. You can think of football teams, debaters, candidates for club offices, friends and acquaintances, who were poor losers. They failed to be good sports. A good loser will make more real friends than a winner ; for all the world admires sportsmanship. To make school life, home life, and work life run smoothly, a person must know how to be both a good winner and a good loser.

Tests of a Good Loser

This is the kind of thing a good loser does not say either to himself or to others :

I'd have won if he had played fair.

What's the use of trying ? I won't bother next time.

Everybody will be disappointed in me and think I'm a second-rater.

I'll get even with him sometime.

This is the kind of thing a good loser will say :

I congratulate you on winning. That's great. But I hope I'll beat you next time.

Yes, he was fine, wasn't he ? He deserved to win.

Yes, mother, I lost, but I hope for better success next time. I wasn't best ; but then I was a close second.

Pupils' Activities

1. Dramatize one of the following: (1) the first meeting of a winning and a losing football team after the game; (2) the meeting of a boy who has just won a prize in scholarship with several boys and girls who have tried for the prize unsuccessfully (one getting honorable mention, however); (3) the meeting of the winner of a prize-speaking contest with the judges and "celebrities" who come up to congratulate him.

2. Robert E. Lee was one of the best losers of history. Aaron Burr was a poor loser. Show how this was so in each case.

3. Find in history and in fiction instances of good losers and good winners.

4. Make a list of as many situations as you can think of in which one might have to show himself either a good loser or a poor loser.

5. Explain how the Golden Rule applies to a good loser and a good winner.

Knowing how to Coöperate

In football and many other games there is no such thing as one person's winning. In any classroom work it is much the same. One pupil cannot make a class discussion or a debate a success. Even in such games as tennis, where two can play an interesting game, neither player can have a satisfactory game unless each tries to make this possible.

One of the most interesting feats ever tried in college gymnasiums is the wall-scaling contest. Two teams start at a given signal to scale a twelve-foot board wall without ladders, ropes, or apparatus of any kind. One student could not scale the wall alone. Two could not do it. Legs, arms, back, and shoulders of all members of the team have to be used in exactly the right way at the right moment.

It is not always so easy to see the importance of coöperation in some other things. That the cause of the failure of a school entertainment in a certain town was lack of coöperation only the teacher knew. A few of the pupils who were specially

talented had refused to help unless they could have conspicuous parts. One girl could have contributed much to the success of the entertainment by playing the piano accompaniment to a vocal solo, but she thought such a secondary part was "too mean for anything," and refused to help. It is a frequent occurrence to have some pupil refuse to take part in



On the field in France during the World War — decorating the regimental colors. Only perfect coöperation could have won this honor for the regiment

an event unless he can do just as he pleases. All such pupils are riding to a fall ; for in later years the world will not yield to their whinings. They will find themselves pushed aside because they will not "play the game."

Pupils' Activities

1. "Coöperate" is a word derived from the Latin. Consult an unabridged dictionary and find exactly what it means according to its Latin derivation.

2. "Team play" is an expression often used to denote coöperation. Explain and illustrate just what "team play" means.

3. Explain how lack of coöperation might spoil a picnic, a class excursion to the state capitol, a visit to the museum, a high-school debate, a basket-ball game.

4. Get from your school or public library a book or magazine which tells of the successful transatlantic flight, in 1927, of the naval airplane operated under Commander Byrd. Tell how failure would have been certain without perfect coöperation on the part of the commander and his three assistants.

5. What parts of your school work help you to acquire ability to coöperate?

Dealing with Others at Home

If you will count up the hours spent at school and at home in a year, you will be surprised to find how much more time you spend at home than at school. This means that your dealings with your home people are especially important.

These are some of the ways in which you come in contact with the home people :

1. At the breakfast, dinner, and supper table.
2. Helping to get meals or washing dishes.
3. Doing chores and errands.
4. Sitting in the living room after supper, talking, playing games, working, or listening to the radio.
5. Entertaining friends.
6. Going to church services or to some evening entertainment.
7. Going for an automobile drive.

It is important to remember that good manners are to be used every day — at home as well as at school, and in special places and on special occasions.

Listening and Talking at Home

All the rules for success in dealing with the school people apply to the home — listening well, talking well, being a good loser and a good winner, coöperating with others. The boy

who will listen attentively to what a caller has to say but looks bored when a brother or sister is telling an incident shows poor manners. By showing bad manners at home a person is running the risk of showing bad manners outside the home. Bad manners are a habit not easily broken.



Every game gives an opportunity to somebody to be a good loser and to somebody else to be a good winner

Polite listening is as necessary in the home as at school. But talking well is also important. To monopolize conversation at the table is extremely poor manners; to keep silent throughout the meal is just as bad. To tell everything that happened during the day would be tiresome to everybody; but to select one or two incidents, and tell them as interestingly as possible, would add to the pleasure of the whole family.

If you learn to be a good talker in your own home, you will be a good talker in the outside world.

Being a Good Loser and a Good Winner at Home

The mark of a poor loser is sulkiness. The boy who is less popular than his brother or sister tells all the world that he is a poor loser if he sulks. If he only knew it, the boy with a popular brother or sister has an unusual opportunity to study what are the qualities that make for popularity. Such natural gifts as power to mimic or a quick wit cannot be imitated, but everyone can learn to be a good listener and a good talker. Ability to do these things, plus good manners, will after a time bring a person all the friends he wants. If you do not happen to have the special talents that other members of your family have, do not be a poor loser by failing to enjoy these qualities in others and to use those talents which you have.

As in school matters, being a good winner in the home is difficult. The brother or sister who is slower and less talented than the others is often the one who has the greatest success in after life. The "winner" is really a loser unless he shares his success and his pleasures with the other home people.

Coöperating with Others in the Home

From the letter which Gertrude Ederle wrote to her mother (see page 189) it is evident that the spirit of coöperation was the keynote of her home. Often a young person makes the mistake of thinking that his family is not interested in what he does. Father and mother, brothers and sisters, all have their separate tasks and pleasures, just as you do. But they will be sympathetic toward everything that relates to your happiness if you give them a chance and show how eager you are to coöperate with them. It is give and take at home as well as at school.

Pupils' Activities

1. On a preceding page we have listed seven ways in which you have contacts with the members of your family. Let the class be divided into seven groups, each to draw up a set of "Do's and don'ts"

for one of these. Remember that the purpose is to call attention to ways of being helpful or of avoiding being a hindrance.

2. Make suggestions for the supper-table meeting. This is usually the most leisurely and interesting meal of the day.

3. Dramatize an evening at home when there are several invited guests. In the dramatization include the dinner-table conversation and the evening after the meal is over.

4. Tell how the family have to coöperate in each of these cases: (1) one member seriously ill; (2) father out of work; (3) mother away on a vacation; (4) young brother in bed with a broken leg.

The Problems of Respect and Obedience

In school life and home life, dealing with others brings the special problems of showing respect and obedience to persons in authority. In school these persons are the principal and teachers. In home life they are parents, grandparents, and all older persons in the home.

Pupils owe obedience to the principal and the teachers who have them in charge. They owe respect to the principal and all the teachers.

Pupils owe both obedience and respect to their parents. They owe respect to all their older relatives.

In Chapter I you saw that the government has made laws giving parents legal control over their children. Or, to put it another way, the government requires children to obey their parents. The government has also given principals and teachers certain legal control over pupils. That is, laws have been passed requiring pupils to obey the rules and regulations made by principals and teachers.

The law requires obedience to parents and teachers, but it says nothing about respect. This is left to the good sense and the intelligence of young people themselves. It is not a mark of weakness to rise when an older person enters the room, to pay respectful attention to what the principal and teacher

have to say, to find out what older people think about various matters, to ask their advice.

The sensible boys and girls are the ones who will get all the suggestions and help possible from parents and teachers. Adults have a hundred opportunities to your one of knowing the facts about various occupations and about the interesting things that are taking place.

Mark Twain became one of America's most successful and popular authors and lecturers. He once said that he owed much of his success to following the advice that an older man gave him when he was in his teens: "What you need now is to associate with those who are older and wiser than you. You need their counsel and advice, their companionship." Mark Twain was wise enough to recognize the value of this advice. He profited by it, as all the world knows.

Pupils' Activities

1. Think out definitions of obedience and respect which you could give to a pupil in a lower grade.

2. In the army and navy instant obedience is required of every private and officer. Why is this absolutely necessary? Perhaps you have read stories which tell of some of the penalties for disobedience in army and navy. Do you think these penalties too harsh?

3. Name several occupations and explain how obedience is required of the workers.

4. What persons in your community are especially deserving of your respect? How can you show this?

5. What should one's attitude be toward mayor, governor, president, postman, policeman? Explain your answer.

All our Actions affect Others

Whether or not you do many things *with* others, your deeds and your manners will surely affect others in some way. Lincoln did most of his studying in the loneliness of the great frontier. But this studying has influenced thousands of

others. Just to know the difficulties under which he studied has perhaps made you work a little harder. Probably thousands of people will not know what you do; yet a few will know, and these will be affected for better or worse by it.



Boys all over the world know what Lincoln did as a boy and have been helped by this

the presence of his family, and of course his family and friends got infinitely more from association with him.

Wherever you see two or more people together, — whether this is in the home, in school, on the athletic field, or in the theater, — they are influencing one another in many ways. Watch groups of people and notice what some of these effects are.

We do not say to ourselves, "I will try to leave a certain impression on the people I meet today." All the preceding

On the occasion of the eightieth birthday of Edison, Mrs. Edison told newspaper reporters many interesting little things about her husband, and said, "Mr. Edison likes to have people about him; he never wants to be left alone." Apparently the reporters had thought that so great a genius as Edison would not care for the company of others. But it is a human quality common to great and humble alike to need the sympathy and interest of family and friends. Edison was helped and cheered by

years of our lives we have been developing the kind of character that will have a certain effect on others.

These are your days of learning and practicing. Anger, fear, thoughtfulness, kindness, are molding your face, your voice, your manner, your mind, and your character so that you will affect everyone with whom you come in touch, either pleasantly or unpleasantly, strongly or weakly.

If you work in a store Saturday afternoons, and are efficient and polite to everyone, you will have a beneficial effect on all the customers. Perhaps the customer to whom you give your nicest smile and the quickest service will only grumble at you; but some other person who observes this will say to himself, "That boy has the real stuff." He will be helped a little by seeing that you are not cast down by the grumbling, grumpy customers.

Every Day you come in Contact with Many Persons

With the exception of a few people who live alone, in isolated sections, everybody comes in contact every day with many different persons. These are the persons that one boy came in touch with one day :

Father	Stranger whom he accidentally ran
Mother	into when turning a corner
Brother	Thirty-five pupils at school
Janitor of the apartment house in which he lived	His teacher
Postman	The teacher of another grade, to whom he had to carry a message
Policeman at the crossing	The principal
Woman where he stopped to leave the laundry on his way to school	A friend of his brother's who called that evening

When he was asked to set down against each name what effect he thought he had had on that person, he decided "poor to fair" was the best he could truthfully say for himself. He "hoped" he had made the best impression on the principal, and thought he had probably made the poorest on the woman

in the laundry agency. When asked why he was willing to make a poorer impression on this woman than on his principal, he seemed surprised that anybody should think it mattered what a laundry employee thought of a boy with a bundle of soiled clothes. He admitted, however, that her day must be a long one, and that perhaps the only pleasure she had was in conversing with her customers.



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Every day you come in contact with many people. What kind of impression will they get of you?

On a preceding page we have suggested that while thousands of people know what Lincoln did as a boy, probably only a few will know what you do. But you will be surprised to find how many persons will actually see and know how you do things. If you should count everyone who saw you at work in school, reciting in class, playing after school, and at home in the evening, or at church or the theater, you would find the list an amazingly long one. Many young persons have had their start in life through the offer of a position from some man who, unknown to them, had been observing them for many years, and had liked what he had seen.

Pupils' Activities

1. Make a list of the persons with whom you had dealings yesterday or the day before. Does any interview or contact with any of these persons stand out as being either pleasant or unpleasant? What impression of you do you think each person carried away? If you were to live that day over again, would you act differently under the same circumstances?

2. Indicate how you would rate yourself in your dealings with the persons in your list (see 1 above) if the scale were as follows: *Excellent, Good, Fair, Poor, Failure*. Copy this list and the rating in your civics notebook.

3. What persons that you have read about, either imaginary characters (in fiction) or historical characters, have influenced you most? What have you tried to do or to be after reading about these characters? Lincoln read Weems's "Life of Washington," and what he read there fired his ambition to overcome difficulties. Every boy and girl has some ambition or desire to accomplish a certain thing in the future. Did any person arouse this ambition or desire in you? Write this out in your civics notebook.

4. Did you know that pupils younger than you often think, "I'd hate to be like him or like her"? Sometimes pupils talk you over and say these things to each other. Sometimes they only think them. There are college students whom you are now watching and envying, wishing you were like this one or that one. Without giving any name, or any real clue as to the person, write out a brief description of the character of the person of college age whom you would most like to resemble.



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Foch was not too great a general to be thoughtful for the humble private

**Good Manners — the First Important Rule
in Dealing with Others**

Perhaps the first important rule in dealing with people — not only persons like your teacher and fellow pupils, whom you see every day, but persons like the woman in the laundry, whom you see infrequently — is one of good manners.

Good manners is something more than saying "Excuse me," "Thank you," at the proper time. Manners are an expression of thoughtfulness. There never was a truly great man or woman who was ill-mannered. Perhaps you have read of successful men who were ugly and disagreeable, but they were not truly great.

Showing good manners means being thoughtful of everyone with whom you come in contact. You have read many incidents of the good manners of the world's important men and women; but you cannot be reminded too often of such incidents as the following:

A blind World War veteran one day stepped up to a passing pedestrian as he tapped his way along the sidewalks of Paris, and asked:

"Excuse me, am I near the Wounded Soldiers' Institute? I've only been there twice and I'm not quite sure of the way."

"You are close to it now; let me take you," came the reply.

Arriving at the door the guide said to the janitor, "Kindly take this man to the section for the blind."

"Take him yourself," growled the janitor. "Under the archway on the other side of the courtyard."

The civilian did so, but on the way out addressed the janitor again. "Could you not be a little more obliging to the blind?" he asked, gently.

"There are too many and I haven't the time," was the surly response.

"It seems to me it is your duty to help them," said the civilian.

"I can find time — and I am Marshal Foch."

Probably a certain American boy was quicker to learn the lesson of thoughtfulness from the distinguished men he met

than was this surly janitor. He was Willie Cheatham, one of the page boys in the Senate at Washington a few years ago. Every year at New Year's the president, cabinet members, and other high officials of the government at Washington hold receptions for their friends.

One year this page boy took his mother and joined the hundreds of New Year's Eve callers on government officials. Everywhere he was treated with the same courtesy and attention that the important persons received. Perhaps of all the high officials who showed him special courtesy the British ambassador stands out most strongly. The ambassador's house was dark, and no response was made to the first ring. Willie had made a mistake. The British ambassador was not holding open house; but when Willie and his mother were finally admitted, they were treated so thoughtfully that they did not know they had made a blunder, as this quotation from his journal shows:



The British ambassador, who was so courteous to Willie Cheatham

The door was opened by a butler dressed in a uniform of a red coat and gray trousers, with big brass buttons on the coat. He looked like some pictures of English soldiers of years ago that I have seen. He asked us to come in. We told him our name. We told him that we did not know whether the ambassador was receiving or not, but we had just come to call on him if he was. The butler went into a room to the left and in a minute he returned with Sir Esme Howard, the English ambassador.

Sir Esme Howard spoke to mother and then asked us if we would like to be shown around the embassy. We told him we would be just delighted to see it. . . .

Then the ambassador himself personally escorted us over the entire first floor of the British embassy, . . . the house that always seemed like a palace in some fairy story.

It had never occurred to us before to enter there. It always seemed as if princes and princesses lived there. I never did see any people going in nor coming out, except when the Prince of Wales went there to a reception when I was small and mother took me outside on the pavement to see him. . . .

Well, I felt as if I were walking on air. . . . I never would have thought a British ambassador would be so thoughtful and kind to us. . . . First we went into the large sitting-room on the left-hand side of the hall. . . . Sir Esme Howard's sons were all seated around the fire in this room. They were having conversation. Sir Esme Howard took us up to them and introduced them all to us. He has a fine-looking group of sons. Two of his sons are real tall, and the others are shorter than myself. I think one of them is younger than I, too. But they all have on long pants. . . .¹

Like all truly well-mannered persons, both Marshal Foch and the British ambassador showed the same courtesy to strangers that they did to their own circle of friends.

The Secret of Good Manners

The person who is determined to acquire good manners must do two things: (1) remember that thoughtfulness for others is the real secret; (2) observe constantly what well-bred people do and how they do it. A newsboy who was loud and rough changed his station one day from a busy street corner to the entrance of a business men's club. Six months after he had made the change, a man who had not seen him for some time asked, as he bought a paper, "Are you the brother of the boy who used to be at the corner of Hawley and Water streets?" The boy looked sheepish and said, "No, I'm the fellow, but I'm trying to act like the club swells here," by

¹ From an article by Mary Roberts Rinehart based on Willie Cheatham's journal. Copyright, 1916, by the *Saturday Evening Post*.

which he meant merely that he had dropped his rough ways for the easier, pleasanter manners of the men who passed in and out of the club.

That is what observation and practice did for one boy. You can all learn by using your eyes and your wits.

Here are some of the ways in which you will have many opportunities for thoughtfulness:

1. By showing pleasure or appreciation whenever a person does you a favor. One does not need always to say "Thank you," but he must always say the equivalent. Here are a few expressions:

You are very good to me.

I shall enjoy this very much.

I've enjoyed every minute.

Perhaps a person gives you a present or takes you to an entertainment which you do not particularly enjoy. But you appreciate the desire of your friend to give you pleasure, and you will show appreciation of this.

2. By trying to save a person from embarrassment. The girl who tries and fails in class, the boy who is awkward in games, the visitor who gets into the wrong room at school, are persons whom you can perhaps save from real embarrassment.

3. By introducing strangers to your friends easily and gracefully. By meeting the friends of your friends graciously. You may think, "I wonder what she sees in that girl to like"; but that is not your affair. As a well-mannered person it is your duty to show pleasure at meeting your friends' friends because they *are* your friends' friends!

4. By never allowing yourself to be conspicuous for your clothes, your laughter, your voice, or your manner.

5. By mingling freely with the guests at a party or entertainment — not monopolizing one person.

6. By being a good listener.

7. By talking very little about yourself, and never gossiping or repeating unpleasant things about others.

Pupils' Activities

1. The doorbell rings one evening. The member of the family who answers it finds a book agent there. Let two pupils dramatize the

interview that takes place. First have an interview that shows bad manners; then one that shows good manners.

2. Appoint a critic or monitor to observe the class recitations and the study hours for a day and then report on the instances of especially good manners. Discuss these in class.

3. One occasion on which there is always special need of good manners is a business meeting. Hold such a meeting, at which part of the members want to put through a motion to do a certain thing, whereas the other members are strenuously opposed to it. Make this a demonstration of how smoothly even an exciting meeting can run when good manners prevail.

4. A person can show that he is well-mannered by (1) his actions, (2) his words, (3) his tone of voice and laughter. Illustrate each of these.

Looking back to the First Section of This Chapter

If you will re-read the first few paragraphs of this chapter, you will find that we started out to discuss some of the ways in which you will all have to deal with others, and how this can be done most successfully.

In this chapter you have learned some of the things that you need to have in mind in dealing with your families, your school friends, and the people you meet outside both home and school.

In the next chapters you will learn something more about the family, the school, and the community.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills:

HABITS

1. Listening attentively.
2. Doing to others as you would like to have them do to you.
3. Observing persons whom you admire.
4. Giving quick obedience to those in authority over you.
5. What others?

ATTITUDES

1. Readiness to help a person in difficulties.
2. Appreciation of the success of others.
3. Sympathy for the failure or embarrassment of others.
4. Appreciation of the home people.
5. What others?

SKILLS

1. Ability to talk interestingly about worth-while things.
2. Ability to associate with others easily and gracefully.
3. What others?

CHAPTER XII

DEALING WITH OTHERS THROUGH ORGANIZATIONS

What does the Word "Organization " suggest to you?

When you think of an organization, the idea that first comes to you is likely to be the Camp Fire Girls, the Boy Scouts, the American Legion. These are names that you hear often. But names even more familiar also indicate organizations — home, family, school, community. Probably you have never thought of these as organizations, but they are. You cannot realize their importance until you understand how and why they are organizations. First, therefore, we want to know what an organization is. Then we shall see how the home and school are organizations.

What an Organization Is

An organization is a group of people who work together to accomplish a certain thing or several things. The names of many organizations give some idea of what they hope to accomplish. For example :

Board of Trade
Girls' Friendly Society
Junior Red Cross
Ladies' Aid Society
Village Improvement Association
Book-a-Month Club.

Various terms like the following are frequently used instead of the word "organization": league, society, association, board, lodge. They all mean about the same thing, how-

ever, — a group of people who try to accomplish a definite thing with the help of a constitution and by-laws.

Some organizations have only a few members, who live near each other; others, like the Red Cross, have members scattered throughout the nation, with branches in the different states or communities. One of the most fascinating



What do you know about the organizations that we call clubs? Do you know of one to which you would like to belong? (Courtesy of the Acme Card System Company)

organizations of young people a few years ago was the American Radio Relay League. To become a member a boy or girl had to own both a broadcasting and a receiving radio set. By means of the Morse telegraphic code, a member went on the air under the magic QST, which signified a member of the league, and talked with boys and girls all over the world. The members met in the air, so to speak. Either this same league or a similar organization may still be in existence. There is something stimulating about belonging to any organization consisting of thousands of members living in different states.

Pupils' Activities

1. Set down all the organizations to which you and the members of your family belong. State what is the purpose of each. What are some of the things they have accomplished?

2. What organizations should you like to join when you are older? What is the purpose of each? How could you become a member?

3. What organizations do you think your school needs? your community?

Your Family and Home as an Organization

Are you still puzzled as to how your home or family could be called an organization? It has no definite purpose, no president, no constitution, no by-laws, you say. Are you sure? Both your home and your school have all these things, — only they are not called by these names. The purpose of your home is to protect and aid in every way possible the members of the home. The president and vice president of the home organization are the heads of the home — the father and mother. Usually the father is also the treasurer. Perhaps in a way your mother is secretary; that is, she keeps in mind all the things that need to be looked after and talks them over with the other members of the family.

You are all members of this organization and have to observe the rules and regulations. Just as in other organizations the members are governed by the constitution, so you are governed by a similar plan. No one has written it out for your family; but you know who is the head of the family, what are the duties expected of each member, what are the hours for meals, what room belongs to each, what kinds of things may and may not be done in the house, how expenses are to be paid.

Young people sometimes rebel at the rules and regulations of the home, but often these are the only things that keep the young people from disastrous mistakes. Many times poor health and failure in studies are due to the fact that young

people will not observe carefully the rules of the home about going to bed, eating, and working at regular times.

As a member of the organization which you know as home or family, it will be interesting for you to think out the



One useful member of a home organization

advantages of belonging to it. In doing this you will find it helpful to contrast the people who temporarily, for one reason or another, do not live in a family group. A boy leaves home to go to a distant city to work. He hires a room in a boarding-house and eats in a quick-lunch restaurant. He feels very free and enjoys the thought that he is not hampered by the rules of the family. But this feeling does not last long. He

begins to miss the home meals, the interest and help of the family, the saving to help buy some comfort or luxury for the home, and having somebody to be thoughtful for. He still receives letters from the home people; but he is only an absentee member.

There are people in every community who are not living in homes. But if you will observe carefully, you will find that such persons, as a rule, soon do one of two things: after a time they marry and make a new home, or else get several of their friends to join them in renting a house or an apartment, so that they can live together.

The judge of any juvenile court will tell you that the boys and girls who most often get into trouble with the law are those who have no homes, or have run away from them, or have refused to obey the home rules.

Pupils' Activities

1. Write out what might be a constitution for a modern home consisting of father, mother, two sons, and two daughters. Copy this into your civics notebook.

2. State in your own words what you consider to be the purpose of a home. Show that this is also the purpose of government.

3. In Chapter II several reasons were given why parents are the best heads of a family. What were these? In your clubs, when the president and vice president are absent, some member is appointed president *pro tem*. Sometimes a boy or a girl must be president *pro tem*. of the family. What are some of the occasions when this might happen?

Belonging to an Organization

Except in the most isolated country sections, every boy and girl has much to do with people outside the home. Some of this contact with others will come through such formal organizations as the Boy Scouts, the Girl Scouts, the church, and — when you are older — the country club, the grange,

the trade union, the medical association, or some one of the many other organizations.

Much of your recreation, as well as many of your acts of service, will be accomplished through organizations. It is therefore important that while you are still in school you should have practice in belonging to some organization and working through it.

To belong to any organization you usually have (1) to observe certain rules, (2) to attend meetings and vote on various matters, (3) to pay annual dues. At times you may have to act as president, secretary, or some other officer, or serve on a committee.

If most of you do not now happen to belong to an organization, let the class form a civics or school club of some kind. If your schoolhouse is too old-fashioned to meet its needs properly, perhaps your civics organization, with the approval of the teacher and the principal, could plan a campaign for "a newer, better schoolhouse." It may be that there are many musically gifted boys and girls in your school, but that no effort has been made to use this ability. A musical club could be organized, to develop a school orchestra or to arrange for recitals. In every community there are many opportunities for organized activities.

Since organizations are so important a part of your life, you need to know how they are formed, how to be a useful member, and how to serve on a committee if the opportunity comes to you.

How Organizations are Formed

Usually some one person, a natural leader, wants to get a certain thing accomplished. He talks it over with his friends. If they decide that the best way to get results will be to form an organization, they draw up a plan, and then ask interested persons to meet at a certain place at a certain time. At this

meeting the leader explains the reason for calling the people together. A chairman is proposed. He appoints a temporary secretary, and the group then proceed to organize themselves into a society. They refer the plan previously drawn up to a committee, to be looked over more carefully and revised. At a later meeting they vote to adopt this revised plan as their



Can you preside satisfactorily at a class meeting or club meeting?

constitution and by-laws. They are then a full-fledged organization. They choose officers, appoint committees, and proceed to get new members.

Most Organizations have a Constitution and By-laws

Most organizations have (1) a constitution and (2) an additional set of rules sometimes called by-laws. The constitution is the general plan to be followed in accomplishing the things for which the club or organization is formed. It tells

1. What the purpose is.
2. Who may be members.
3. What is required of members.

4. What officers there shall be.
5. Who may be officers.
6. How they are to be chosen.
7. What money is to be spent.
8. How it is to be raised.

The additional rules, or by-laws, relate to the conduct of members and to many minor matters.

An interesting constitution and set of by-laws is that of the Boy Scouts of America. An outline of the constitution and several of the by-laws are given below :

OUTLINE OF A CONSTITUTION

- Article I. Name
- Article II. Purpose
- Article III. Principles and policies
- Article IV. Program
- Article V. Membership of the corporation
- Article VI. Honorary membership
- Article VII. Officers
- Article VIII. Corporate meetings
- Article IX. Executive board
- Article X. Organization of troops
- Article XI. Local councils
- Article XII. Granting of commissions and certificates of membership
- Article XIII. National Court of Honor
- Article XIV. Uniforms and badges
- Article XV. Finances
- Article XVI. Amendments

SPECIMEN BY-LAWS

Dues. Each troop of Boy Scouts shall pay to the National Council annually, through the local council, if there be one, a registration fee of three dollars, with an additional fee of twenty-five cents for each member enrolled in excess of twelve either as active or associate scouts. . . .

Anniversary Week. Anniversary Week shall take place annually during the month of February so as to include February 8th, the date

of the original incorporation of the Boy Scouts of America, and to continue through February 12th, Lincoln's birthday. . . .

Office. The principal office of the Boy Scouts of America shall be in the city of New York, County and State of New York, and shall be known as the National Headquarters of the Boy Scouts of America.



In these city skyscrapers are housed many business organizations or the head offices of organizations. The group of men who own and operate the building are also an organization

The Seal. The seal of the corporation shall be in the form of a circle enclosing a first-class badge with the motto "Be Prepared." underneath this badge, and the words "Boy Scouts of America, National Headquarters, New York City" around the circle, and shall be used only as authorized.

Pupils' Activities

1. Suppose that your class is to form an organization for some such purpose as: (1) to improve your school grounds; (2) to raise money for an athletic field; (3) to get prominent men and women of your community interested in your school; (4) to plan each year to

send several pupils to Washington in the spring vacation. Draw up a constitution and a set of by-laws that you think would be suitable for such an organization. Copy this into your civics notebook.

2. In connection with the organization just formed by your class or with some other class or school organization, the teacher will help to plan meetings and activities in which each pupil has some practice in (1) acting as presiding officer, (2) serving on some committee, (3) making a report to the organization either as member of some committee or as secretary or treasurer, (4) making a motion, (5) amending a motion, (6) discussing a motion.

3. What is the difference between active and associate members of an organization?

4. What does a member of a church do to show that he is a member?

5. You learned above that every organization has a definite purpose. State whether you know the purpose of these organizations: the church which you attend, the lodge your father belongs to, the Grange, the Chamber of Commerce of your community, the Good Citizenship League, the Rotary Club. Add three local organizations not named here.

6. Tell also some of the things actually accomplished by at least one of these organizations.

7. Think over some of the improvements that need to be made in your community. Select the one that interests you most. Is there an organization whose work is to accomplish this? Could it be accomplished best by individual effort or by an organization? Be ready to discuss this.

The School is an Organization

You have been studying about organizations connected with your school, without special attention to the fact that your school is itself an organization, which is more important to you now than any school club or society to which you could belong.

The oldest organization of which you are a member is the family. This was formed centuries before America was discovered. The school is a much more recent organization,

even though it may seem ancient to you. For a long time in the American colonies all the teaching and studying took place in the homes. But the colonists found that earning a living required too much of their time to permit them to teach their children properly; so private schools were started in the homes of the teachers. Later separate school buildings were provided; and after a time our present system of public schools was developed.

Like the home, the school has a plan, and officers who correspond to president, secretary, treasurer. Members include the pupils, who have certain rules and regulations to observe. Since the purpose of the school is to provide training, the duty of members is simple — to get training.

In the next chapter we shall discuss how the school can help you. Here we are interested in it chiefly as an organization. Some day you will be a voter and will help to choose the school committee or board, and as a taxpayer you will be taxed to pay its expenses. When that time comes, you will be specially interested in its efficiency as an organization. Now you will want to understand how the organization works and whether as a member you are getting as much profit from it as you might.

Pupils' Activities

1. Write out the plan, as you understand it, of your school organization. In this plan you must include the course of study; school attendance; officials, such as school board and superintendent; supervisors, teachers; janitor; taxpayers; pupils. Copy this into your civics notebook.

2. Would you suggest any changes in this organization?

Your Place of Work will probably be an Organization

If you set down ten different kinds of workers and then examine the facts about their work, you will probably find that each is part of an organization. The moment you are placed

on the pay roll of a factory, mine, railroad, office, hospital, you will be very conscious of the fact that you are a part of an organization. The rules prescribe certain hours of work, the time for lunch, the duties, the pay, the method of advancement.

In many ways the organization for which you will work is like your home. In it you

work *under* someone,
work *with* others,
work *for* someone.

In the home you work, or live, *under* your parents, you work *with* all the members of the family, and you work *for* the good of the whole family.

In your business life, working *under*, *with*, and *for* may not be so simple or agreeable as it is in the home. But success in adapting yourself to the home will help you in your place of work. If you cannot respect the character or personality of the person over you, at least you can respect his superior position. It will sometimes be difficult to work happily *with* the other employees. This is where your training in good manners will help you. If you can keep always in mind that good manners are only thoughtfulness for others, the day's work and the week's work will be greatly simplified.

Understanding the Organization for which you Work

There are two questions that it would be wise for boys and girls to ask themselves when they secure their first position: (1) What is the purpose of this organization? (2) How am I supposed to help carry out this purpose? The purpose of every factory is to make as much money as possible by manufacturing a certain thing. The purpose of many factories is twofold — not only to make as much money as possible but also *to make as good a product as possible*. A factory cannot make money unless it produces its articles economically.

Therefore the duty of each employee is to do good work with as little waste as possible.

Many persons work for such organizations as schools, libraries, hospitals, government offices, whose chief purpose is not money-making. For instance, the chief purpose of all hospitals is to relieve physical suffering. The secondary purpose of private hospitals is to make money. Then, too, there are many workers such as certain doctors, lawyers, architects, who do not become a part of any organization, but work independently.

Does it seem to you uninspiring to think of working for an organization whose chief purpose is to make money? If so, then you have forgotten some of the things you learned in Chapters IV and V. You saw that money stands for food, clothing, shelter, automobiles, and most of the things you want. You earn money to exchange for these things. The factory or store or farm for which you work cannot pay you unless it first makes money. The more money it makes, the more it can pay its workers.

If your work makes you a part of an organization, find out its purposes, so that you can know exactly what is the reason for the tasks required of you. Always remember that your work is three-sided.

You work *under* someone.

You work *with* others.

You work *for* someone.

Pupils' Activities

Apply to the occupation which you have decided to take up some day the test of working *under*, *with*, and *for*. Do you think you can succeed in each of these capacities?

Organizations of Workers

Since one of the most satisfactory ways of accomplishing anything which concerns large numbers of people is through organizations, it is no wonder there are many organizations

of workers. The doctors belong to a medical association, the lawyers to a bar association, carpenters to a carpenters' union, bakers to a bakers' union, and so on. The work organization which we hear most about is the trade union. There are separate unions for such workers as bricklayers, plumbers, electrical workers, stationary firemen, locomotive engineers, garment-makers, shoe workers. Many of these separate trade unions belong to a national organization called the American Federation of Labor.

The purpose of both the local unions and the American Federation of Labor is to help the members to get better working conditions and higher wages. Already much has been accomplished along these lines. The



A humble but necessary part of a big business organization

danger in some of these unions is the tendency for members to leave so many of the affairs to paid officials that the activities do not represent the best judgment of the members.

We have seen in Chapter III that service to others must be a part of the work by which we earn our living. No workers have a greater opportunity for rendering service than many of the trade workers. Those unions which try not only to get higher wages, shorter hours, and greater safety for their members but also to hold members up to a high standard of work are rendering valuable service to the community.

In addition to the organizations of such workers as plumbers, electricians, weavers, shoe workers, there are associations

of the men who employ trade workers — manufacturers, builders, mine-owners. Often there has been enmity between these employer organizations and the unions. Each has done the other great harm at times. Strikes by employees and lock-outs by employers have resulted in distress and bitterness. Now both employees and employers are learning that these do not pay. They are finding that there are right and wrong ways of dealing with each other.

In Chapter XI we saw that good manners — or thoughtfulness — constitute one of the secrets of dealing with others. This applies to organizations as well as to individuals. An organization can be inconsiderate, just as a person can be.

Pupils' Activities

1. Tell what special responsibilities for service the following trade workers have: plumbers, electricians, bakers, locomotive engineers.

2. What accidents have you known to happen as a result of poor work on a bridge, a dam, a building?

3. If any member of your family or any friend belongs to a trade union or to any other organization of workers, find out (1) its purpose, (2) who its officers are, (3) what are the dues, (4) what are its activities.

4. Sometimes, in dealing with each other, trade unions and employers use strikes and lockouts. What is a strike? a lockout? What wiser ways of dealing with each other are there?

The Most Important of All Organizations

Of course, the most important of all organizations is that of government. Your national government is an organization with constitution and laws; your state, and the town or city in which you live, are branch organizations with constitutions and laws.

The government does not differ in any essential respect from any other organization, except that all the people are

members. The definite purpose of our government you will find stated in the Constitution of the United States, in the opening paragraph called the Preamble.

Pupils' Activities

1. What does "preamble" mean? When you write a composition for your English teacher, this usually contains a preamble; but you use another name. What is it?

2. Explain in simple language what the Constitution of the United States says about the purpose of the national government. Show that this is the purpose of your state government also.

3. Can you think of a better way for the people to accomplish things than through the organization we call government?

Forming a Government Organization

To understand the problem of dealing with others through the organization which we call government, it will be a help to organize a miniature government, copying as exactly as is practicable that of the nation, the state, or your community. A city school one year organized itself into a city in the following manner. Perhaps you can form a similar organization, modeling it on your own community or state.

1. The city embraces the entire school building and all of the school district in which the citizens live. It is divided into three boroughs, designated Top Borough (which consists of the fourth floor), Middle Borough (or the third floor) and Lower Borough (the second floor).

2. The legislative power of the city is vested in one house, known as the Board of Aldermen, whose duty it is to meet once every week. The board comprises one elected member from each of the aldermanic districts, the President of the Board of Aldermen and the presidents of the several boroughs. The President of the Board of Aldermen is the principal officer of the board, and is chosen by the voters of the city for the same term as is prescribed for the Mayor. In the absence or disability of the Mayor he is the Acting Mayor.

3. Each schoolroom of the fourth, fifth, sixth, seventh, and eighth years is constituted an aldermanic district, and any citizen who is on the register of any of these classes is eligible for election to the Board

of Aldermen in the district. No member of the board is eligible or may be appointed to any other office. The Board of Aldermen elects the City Clerk, who prepares the minutes of the meetings.

4. Every legislative act is by ordinance or resolution and is passed by a vote of the majority of the board. Before an ordinance or resolution takes effect, it is presented to the Mayor for his approval. If he vetoes a resolution or bill within forty-eight hours, the bill may be



Can you serve effectively on a committee of some organization to which you belong?

reconsidered and again passed by the votes of two thirds of the board. When an ordinance has been passed, a gold seal is placed thereon.

5. The executive power is vested in the Mayor, the presidents of the several boroughs, and the officers of the administrative departments. The Department of Correction, Department of Police, Department of Street Cleaning, Department of Health, and Department of Parks and Playgrounds are the administrative departments. At the head of each there is a Commissioner, who is appointed by the Mayor; and in the event of misconduct in office the Commissioner may be removed by him. The head of the Department of Finance is the Controller. He is the chief financial agent of the city and is elected for the same term as the Mayor. No citizen is eligible for this office unless he has reached at least the 7B class.

6. The duties of the Mayor are to keep himself informed of the doings of the several departments, and to exercise vigilance and be active in having the ordinances of the city properly enforced.

7. The Mayor, Controller, President of the Board of Aldermen, and presidents of the several boroughs constitute the Board of Estimate and Apportionment.

8. Each citizen of the school city is assessed a tax of five cents. The Alderman of each class or district from 4A up collects the tax, and the money is forwarded to the Controller.

Pupils' Activities

1. Explain the following terms, which occur in the outline above: borough, legislative power, aldermen, aldermanic district, eligible, minutes of the meetings, ordinance, resolution, majority, executive power, vested, administrative departments, finance, controller, board of estimate and apportionment.

2. Copy the above plan, but change it to fit your community or state.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, and skills:

HABITS

1. Obedience to superiors at home, at school, and in your work.
2. Willingness to abide cheerfully by the vote of the majority.
3. What others?

ATTITUDES

1. Respect for authority.
2. Desire to cooperate.
3. Appreciation of the purpose of rules.
4. What others?

SKILLS

1. Ability to preside at meetings of an organization.
2. Ability to serve on a committee of an organization.
3. Ability to be helpful as a simple active member of an organization.
4. What others?

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS XI-XII

Testing Yourself

Test I. One of the following sentences in each group gives a statement that is more accurate than the others in that group. Test each statement carefully and be ready to explain which is the most satisfactory.

A. 1. In any school contest a boy should think only of victory for his group.

2. He may use any means in order to win.

3. He can win more easily if he disregards all others and works as hard as he can by himself.

4. Real victories are won by coöperation of all members of the team or group.

B. 1. The losers must expect to be jeered by the winners.

2. A good winner is always courteous and considerate to his opponents.

3. The losers should not allow the winners to "get away" with their victory without disputing the decision.

4. It is expected that the winners will praise themselves.

C. 1. It is not necessary to *learn* to be a good listener. Anyone can be that.

2. At a class meeting the pupils admire the classmate who is on his feet ready to talk all the time.

3. The class learns to respect the opinions of the pupil who listens thoughtfully and speaks after he has done some thinking.

4. A good speaker does not need to think out in advance what he is going to say.

5. A person who has good ideas is always a good talker.

Test II. Fill in the missing word or words so that the sentence will make a true statement :

1. No one can lead others who has not first learned to
2. Young persons should learn to profit by the of their elders.
3. Mark Twain said that a good friend once told him that he needed
4. Edison shows his human quality by the fact that he wishes never to be
5. The law requires that children shall be obedient to their,, and others
6. Every day we leave an impression of or manners upon those with whom we associate.
7. No person can ever say, "My actions concern only"
8. Marshal Foch taught the Paris civilian a lesson in and
9. An organization is a group of persons who
10. The most essential officers in an organization are
11. A person is a good member of an organization when he
(List three or more attitudes he should have.)
 - a.
 - b.
 - c.

Test III. Complete these statements :

1. Every club, society, or governmental organization must have a set of usually called a
2. By-laws contain additional
3. A home room often has the following officers :,,

Test IV. One advantage in being a member of an organization is the training one gets in letting the majority manage. What does this mean?

CHAPTER XIII

WHY WE HAVE SCHOOLS

You have seen that a part of your dealings with others takes place in school. In this chapter we shall discuss a little further what schools mean to you.



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He looks as if he enjoyed his school days

All of you are now doing things and having experiences that you will remember as long as you live. Some things will always stand out vividly in your imagination: the day of a terrible storm, when only a few pupils reached the school; or that day when the pupils were unexpectedly summoned to the auditorium to hear the celebrated Frenchman; or when a visitor who had been living among the Indians told of his adventures, or when Lindbergh

circled over your schoolhouse. Now you are studying with your friends, playing with them, and laying plans with them for the future. You are making friendships that will last through life. The future years will bring you many wonderful experiences, but you will never live through more interesting or important years than those of the present.

School Days are Earning Days

One way of looking at school days is as your present "job." It has been estimated that each school day you are earning \$9.25 — which will be paid you in future years. That is, the difference between what an uneducated laborer and a high-school graduate can earn during a period of forty



Some boys value school opportunities enough to ride many miles each day

years is about \$20,000. Since the person who attends school twelve years spends 2160 days in school, a day at school must be worth \$20,000 divided by 2160, or \$9.25.

Young people who go on to college are earning even more than this. One estimate is that every day spent at college is equivalent to \$17.10 of earnings.

You saw in Chapter I that because your parents and the government are every year paying out money for you, by the time you are eighteen you are heavily in debt to them. It is therefore encouraging to know that school days have a real money value. You would not like to think of these years as an expensive waste of time and money.

***Pupils' Activities***

1. Every day in school is worth less than \$9.25 to some pupils, and much more to others. Explain this.
2. Can you think of any way in which you could make each school day worth more to you?

Schools are a Place of Preparation

School days are not merely a time of present study and enjoyment, but days of preparation for the future. Preparing for a journey is as interesting as the journey itself. This is true of the preparation you are making for your future. You are getting ready now for commercial school, trade school, or college, for earning your living, for doing things that you dream about.

In preceding chapters we have seen that some of the things you are preparing yourselves for in future years are

1. To earn your living.
2. To choose the right occupation.
3. To be of service to others.
4. To become a property-owner.
5. To know how to use money wisely.
6. To mingle successfully with others.

The school is one of the chief helps in this work of preparation.

Pupils' Activities

Review enough of the preceding chapters to be able to show how school life is helping you in these six ways. Set down in your civics notebook under each of the above items a brief outline of what you have learned.

**Preparing for Business School, College, or some
other Higher Institution**

The elementary grades, the junior high school, and the high school lead to college and other advanced schools. Pupils can prepare to step from high school into college, a



School days are preparing you for the time when you can travel and learn by observation

technical school, or a professional school. But to make this step, good work must be done in the preceding grades, and the right studies must be chosen when a choice is necessary.

Pupils' Activities

1. In connection with Chapter III you considered the occupation you hoped some day to enter. To prepare for this, what studies did you find that you needed to take up in the next four years?

2. What day school or college or what evening school could you plan to attend in order to secure the best training possible for this occupation?

3. Select some higher institution that you might attend, secure its latest catalogue, and be able to tell what studies will prepare you for this institution, what steps you must take to enter, and what the expenses will be. Copy this information into your civics notebook.

4. Many students work their way through school or college, that is, they earn money for their expenses while going to school. If necessary, how could you help to pay your way?

Schools prepare you for the Interesting Things in Life

When you read this heading, what comes into your mind at once? A class of thirty pupils were asked to answer this question by making out a list of the interesting things they wanted to have happen to them. Here are some of the things listed :

To be rich.

To be popular.

To travel.

To rise to the top of a business.

To write books.

To know worth-while people.

The first important thing now is for you to think out carefully just what interesting things you want the future years to bring you. The second important thing is to let school begin at once to help you to attain these. There is no time to waste. School years may seem long to you now, but they are actually none too long to prepare you properly for all the future years.

Pupils' Activities

1. Set down the interesting things you want to have come to you in the future. Then revise this list to eliminate all except the few that you are willing to make great sacrifices to secure. Be able to tell in writing how school can help you to secure these.

2. Do you think interesting things happen as a result of luck? Discuss this in class.

We cannot take space in this book to discuss all the interesting things you want school to prepare you for. We shall mention only a few, and leave it to the class to think of others.

Being a Good Speaker and a Good Conversationalist

Men and women who often stand before audiences say that there are few experiences in life so fascinating as to face many people and realize that they have the power to interest or convince them. If this is an experience that you covet, you can meet it successfully only after study and practice. Much of this study and practice can be gained in school through



A college debating team — ready to prove that the other team is all wrong

1. Reciting and discussing in class.
2. Paying close attention to those who speak interestingly and convincingly.
3. Using every opportunity to debate or talk at school, at church affairs, and at community gatherings.
4. Cultivating a good posture, a pleasing voice, and a pleasant smile.
5. Learning about people and things.
6. Earnestness.

All these are essentials to success in any kind of public speaking, but the most important are 5 and 6. There are men with poor voices, bad posture, and real awkwardness who will pack a hall whenever they speak. The reason is that they have something to say. They have knowledge and information that people are eager to get. It is much easier to acquire ability to talk acceptably to an audience than to gain knowledge and experience. Many years of reading, study, observation, are necessary before you will have stored your mind with facts and ideas that will interest others.

For many years thousands of school boys and girls have spoken in annual prize contests on the Constitution of the United States. Each year the fortunate few who were the winners in the different sections of the country have held their final contest in Washington before the president of the United States and other distinguished people. This is the kind of opportunity that young people of long ago would never have dreamed could come to them. A boy who had an unusual experience was a fifteen-year-old high-school pupil in New York City. From the pedestal of the famous statue of George Washington on the Subtreasury steps, he spoke at a Fourth-of-July celebration on the topic "A Schoolboy Answers a Soap-Box Orator." A soap-box orator is a person who talks on street corners, often telling his hearers that the United States is a bad place in which to live. The high-school boy talked to the crowd before him as if he were addressing an unpatriotic soap-box orator.

Pupils' Activities

1. The following is a quotation from the talk of the boy referred to above. Discuss the boy's remarks. If you had been in his place, what would you have said to the people before you?

"Had you spoken against the old Russian monarchy with such freedom, you would have been shot at sunrise; and had you so spoken against the present Russian government, which you praise so highly, you would not have been shot at sunrise, — they would not have waited that long.

"This whole American civilization, and all the institutions which have grown up under it in one hundred and fifty years, you would throw on the scrap heap. But my generation, the younger generation, know better than that. We shall cherish it, and hope to hand it on to the succeeding generation even better and more beautiful than we received it."

2. Not everyone is or can be an interesting speaker, but everyone can and should be an interesting conversationalist. If you had just taken a long journey, would you be able to tell your friends about it in a way that they would thoroughly enjoy? Try the experiment of

telling something that interests you to one or two members of your family and to one or two friends. Watch to see if they are really interested. Set down what they do or say that shows either interest or lack of interest. How can you improve yourself as a talker?

3. Have an afternoon of speaking — five-minute speeches by members of the class on civics subjects. Have each member rated on

- | | |
|---------------------|---------------------------|
| a. Posture. | e. Skill in presentation. |
| b. Voice. | f. Value to the community |
| c. Earnestness. | of the thing or movement |
| d. Facts presented. | suggested. |

School Days give you Much Leisure

Probably the only statement in this chapter which will surprise you is the heading above. You think of schools as interfering with your leisure. You feel confident that when you have leisure you will know how to use it without having made any preparation. Let us see.

If you were to budget your time now, the result would be something like this:

MONDAY TO FRIDAY INCLUSIVE	
Sleep	9 hours
School	5 hours
Meals	2 hours
Going to and from school	1 hour
Miscellaneous duties at home	2 hours
Studying at home	2 hours
	21 hours
Balance	3 hours

SATURDAY AND SUNDAY	
Sleep	9 hours
Meals	2 hours
Miscellaneous duties at home	3 hours
	14 hours
Balance	10 hours

For each school week you have, then, three extra hours each school day and ten hours each on Saturday and Sunday, that is, thirty-five hours each week — almost a day and a half. What do you do with this time?

When you have finished school your schedule will read something like this:

MONDAY TO FRIDAY INCLUSIVE	
Sleep	8 hours
Meals	2 hours
Work	8 hours
Getting to and from work	1½ hours
Miscellaneous duties at home	1 hour
	20½ hours
Balance	3½ hours

SATURDAY	
Sleep	8 hours
Meals	2 hours
Work	4 hours
Getting to and from work	1½ hours
Miscellaneous duties at home	1 hour
	16½ hours
Balance	7½ hours

SUNDAY	
Sleep	8 hours
Meals	2 hours
Miscellaneous duties at home	2 hours
Church	1½ hours
	13½ hours
Balance	10½ hours

That is, five days a week you will have 2½ hours of leisure, 7½ hours on Saturday, and 10½ hours on Sunday. What will you do with this time?

Using these Spare Hours

You have in your mind a long list of things which you are eager to do at the first opportunity. Which of these will you do first, and which second? When a half-holiday comes, do



Do you know how to use eyes and ears when you visit a museum? A museum is a textbook with things instead of words

you let chance decide which of the long list you will choose? How do you know which of several things you will enjoy most? Some things will cost money; some merely effort and planning. Is a certain thing worth the money it would cost you? For \$2.50 you could buy a book which would give you interesting evening reading for a week, or a ticket to the theater which would give you pleasure for one evening.

You could spend all your Saturday afternoons through the school year earning money to save for a summer vacation outing. Or you could spend all your Saturday afternoons at the motion-picture theater. Which will you do?

These questions have been asked to show you that each person has many choices to make in planning for his leisure hours. How can a person be sure that he makes a wise choice? One way is by following the advice of older people whom you trust. Probably you do not realize that older people have already learned by experience which ways of spending leisure will bring the most satisfaction. If you will talk things over with them perhaps you can avoid wasting precious time and money. Another way is to find out how the men and women whom you look up to have spent their leisure. You can usually learn this from books and magazines.

Especially important is the help that school and college will give you. School days will help you both to prepare to do your work well and to use your leisure wisely. No pupil should make the mistake of the man whom a newspaper told about recently.

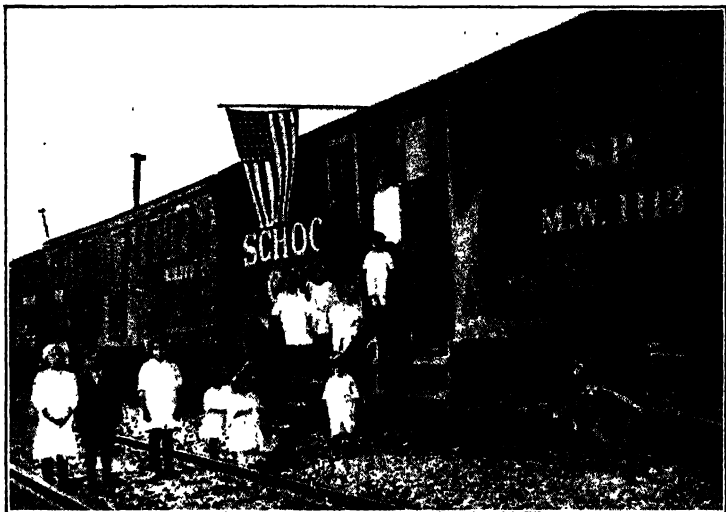
Feb. 22, 1927. — Next Friday a white-haired man will celebrate his fiftieth anniversary as an employec of the Richard Dudgeon Company, 82 Broome Street, by standing over his lathe all day. He will be turning out parts for hydraulic banding presses.

Although the father of four children, and a grandfather as well, Mr. Clarkson has no intention of retiring. He considers it man's lot to work. Sundays, he says, give him enough rest, and he wouldn't know what to do with himself if he couldn't slip into his blue jeans, put on his black, peaked engineer's cap, and come to work mornings.

This man had learned well one secret of success — getting pleasure and profit out of his work; but he had failed to learn what is almost as important — how to use his spare time enjoyably. You can avoid his mistake. No one should have to admit that he wouldn't know what to do with leisure time.

How Schools prepare you for Leisure

How are school days preparing you for using leisure? In the first place, you are learning (1) how to read and appreciate literature, (2) how to use a library, (3) how to enjoy music, (4) how to engage in sports and games, (5) how to engage



This is a schoolhouse on wheels, owned and operated by the railroad for the children of its section workers

in interesting conversation, (6) how to organize and work through clubs and organizations, (7) what are some of the interesting places you will want to visit, (8) how to earn and save money.

In the second place, you are learning by actual experience. When you have had an unusually good time, do you know why? If you have expected to have a good time but have not, do you know the reason? You can save yourself many disappointments and wasted leisure hours in the future by watching to see what your present experiences yield you.

Pupils' Activities

1. Budget your time to show how you spend each of the twenty-four hours of the school weeks. What changes could you make that would prove either profitable or enjoyable? Include this budget in your civics notebook. (Before you work out this task be sure you understand what "budget" means.)



A schoolboy who had a trip to the Far North. (From "David goes to Baffin Land," by David Binney Putnam)

2. Suppose you had two dollars to spend on pleasure for each of the thirty-six weeks of school. What would you do with it? Work out the plan that you believe would yield the greatest amount of pleasure or profit. Copy this into your civics notebook.

3. The years spent in college give additional preparation for the right use of leisure. Explain how this is so.

4. When ten men were asked what kind of recreation they enjoyed most, eight of them said, "Visiting with my friends." They did not mean going to stay with their friends, but chatting with them for an evening or for an hour at lunch.

When people gather about an open fire to talk, what they have read and seen accomplished determines how enjoyable such an evening will be. Show that this is so.

5. Under the heading "Good Ways of Using Leisure Time" set down the profitable things which you might do with your leisure.

Why there are Schools to help You

In Chapter II you saw that the law regards you as a minor until you are twenty-one, and treats you in many ways quite differently from adults. This, we saw, was because both

your bodies and your brains are only partly developed and trained. To become an intelligent adult requires preparation. The chief purpose of the public schools is to help you to get the best possible preparation.

All children are obliged to attend school, and all communities are taxed to support the public schools, including normal schools, because it is for the good of all the people that all young people be trained properly. In some states tax money is used to support one or more state colleges or universities which the young people of the state can attend without paying tuition.

The United States has an elaborate system of public schools. Every state now has a compulsory-school-attendance law. In five states attendance is required until eighteen years of age; in other states the requirement varies—in some it is seventeen, in others sixteen, fifteen, and fourteen. No school can make its pupils equal in ability, but every school can give each pupil an equal opportunity to develop what ability he has. That is why the people have passed compulsory-attendance laws.

Pupils' Activities

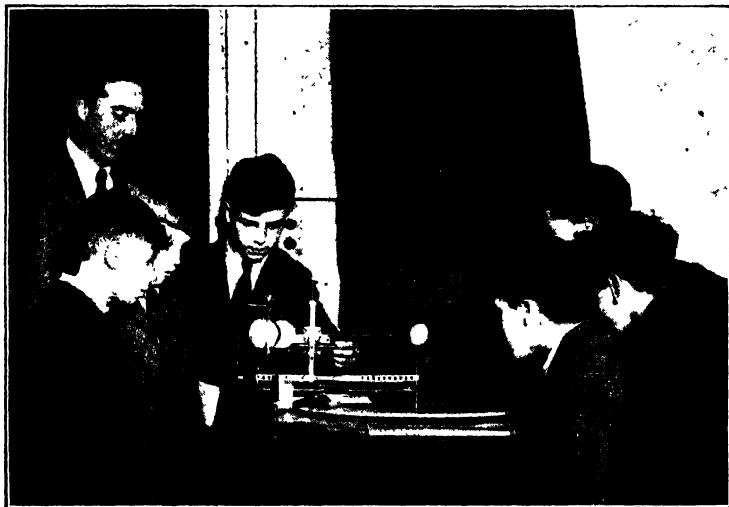
1. If there were no free public schools, how would you get your training?
2. How did Benjamin Franklin, George Washington, and Abraham Lincoln get their training?
3. The people of the United States claim that their government gives equality of opportunity. Explain what is meant by this expression. Tell how the public schools help to secure this kind of equality. Can there be any other kind of equality?

How Schools are Run

The national government supports and controls all army and navy training schools and gives money to special agricultural colleges and vocational schools. It is first the state

(by the passage of laws) and then the community (by carrying out these laws) that makes possible a system of public schools.

Some states have a board of education appointed by the governor or elected by the legislature or chosen in some other way. This board meets from time to time and makes



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A piece of delicate apparatus to show geography pupils the relationship between the earth and the sun

important decisions. Each state has a state superintendent of public instruction, although he may not be known by that title. In some states he is appointed by the governor, in others he is elected by the people, and in others chosen by a different method. Under his direction is a department of education, the members of which are appointed by the governor or by the state superintendent or by the state board of education. This department has different powers in different states. Usually it oversees the appointment of teachers, inspects schools, and holds special teachers' institutes.

The community or the county usually provides the money to build the schoolhouses, keep them in repair, light and heat them, and provide janitor service and teachers. The community or the county also selects its principals and teachers, and generally its superintendent. This is usually done through a school board (sometimes called trustees or school committee or board of education), which is either elected by the people or appointed.

Pupils' Activities

1. Find out how much per pupil it costs to run your school.
2. Find out whether any state or national money goes to the support of your school.
3. Who are the school officials of your community? How are they chosen? What power do they have? Enter in your notebook.
4. One year in a certain state it became necessary to close the schools two months earlier than usual because of lack of funds. Suppose that for some reason the town or city authorities in your community discover that they have no funds for janitors, teachers' salaries, fuel, etc., and the schools must close March 1, not to reopen before September 1. Your class asks permission to address the chamber of commerce or the Rotary Club in order to urge the business men to give enough money to continue the schools until the regular time for closing. Prepare carefully what you would say to them if you were chosen to appear before them.

The Schools a Part of your Inheritance

You saw in Chapter VI that you have unusual opportunities today because of natural resources and the pluck and enterprise of the people who lived long ago. You have inherited homes and communities full of conveniences and luxuries. An important part of this inheritance is the school which you attend. It may be that you have fallen heir to a schoolhouse that has the most modern equipment of every kind. Some pupils study in a million-dollar building and have the benefit of \$300,000 worth of special equipment and assistance every

year. Others have only the most modest kind of building and equipment. In all cases it has been provided for you by others.

Your part is to use it wisely and appreciatively. It is also your part to hand it on to your successors undamaged and even improved, if possible. There are two ways of doing this: (1) Add some improvement through the efforts of yourself and your classmates; for example, a tree, a shrub, a framed picture, a set of books. (2) Interest your parents and government officials in making improvements in your school.

The following is a letter from a group of junior-high-school pupils to the chairman of their school board:

Dear Sir:

April 13, 19--

We, the undersigned, in the interests of the present and future citizens of our community, do hereby petition you for a bicycle shed to be built immediately on the premises of the Junior High School, for the following reasons:

1. For protection of citizens' property.
2. Many pupils live long distances from school; hence they are obliged to go to and from school on bicycles.
3. The bicycles are a menace to the safety of our citizens in case of fire.
4. Many bicycles have been stolen and have never been recovered.
5. Impression upon visitors at seeing bicycles piled in lower corridor.

Hoping that you will grant this petition,

Yours very respectfully,

JUNIOR CITIZENS OF -----

Per-----

If the suggestion of these pupils was carried out, they improved their school for those who followed them.

Pupils' Activities

1. The teacher will assign to each pupil one or more of these topics for investigation:

- a. When was your school built?
- b. About how much did it cost?
- c. About how much does it cost to run it each year?
- d. How much of each dollar of the tax money goes this year for the support of the schools of your community?
- e. Ask your parents to tell you how the school they attended differed from yours. Ask some elderly person to tell you of the school of his day.

2. How should you like to improve your school?

3. If your school lacks anything that you believe it should have, write to one of the following a letter calling attention to this need: (1) your local newspaper, (2) the mayor or board of selectmen or trustees, (3) the superintendent of schools, (4) the parent-teacher's association, (5) any other interested organization.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills:

HABITS

1. Being regular and punctual in attendance.
2. Listening carefully.
3. Learning from observation.
4. Treating school property with care.
5. What others?

ATTITUDES

1. Responsibility for making the best use of school opportunities.
2. Regarding school as a privilege.
3. Eagerness to make leisure hours enjoyable or profitable.
4. What others?

SKILLS

1. Ability to get lessons quickly and thoroughly.
2. Ability to use a reference library.
3. Ability to discuss matters interestingly with teachers, parents, and other pupils.
4. Ability to get on well with others.
5. What others?

SPECIAL WORK FOR PUPILS BASED ON CHAPTER XIII

Testing Yourself

Test I. Re-read Chapters I and II and give brief reasons why government compels children to go to school.

Test II. Name six important things which you have learned about schools in preceding chapters of this book.

Test III. Write out in a way which would be clear to a pupil in the grade below you an explanation of the statement, "For each day spent at school, a pupil is really earning \$9.25." Each paper is to be rated by some pupil in your class (by exchange of papers) on clearness, interest, and convincingness.

Test IV. On page 243 occurs the following, in slightly different form :

How are school days preparing you for using leisure? In the first place, you are learning

1. How to read and appreciate literature.
2. How to enjoy music.
3. How to use a library.
4. How to engage in sports and games.
5. How to engage in interesting conversation.
6. How to organize and work through clubs.
7. What are some of the interesting places you will want to visit.
8. How to earn and save money.

Take each of the numbered statements in this list and explain as you would to a younger brother or sister (1) how schools help you to accomplish this, and (2) how this will help you in later years.

Test V. In Chapter IX you saw that all land, buildings, and articles belong to somebody. Who owns the public schools? Could the public schools be sold? Explain.

CHAPTER XIV

THE COMMUNITY IN WHICH YOU LIVE

Looking back to Chapter XI

You saw in Chapter XI that much of your time is spent with other people -- working or playing with them at home, at school, and in the outside world. You have already discussed dealing with others in the home and school. Now what about this "outside world"? When we say "outside world" we mean, of course, the big world of people outside your home and school. This world is your community and all the other communities. Most of you will travel in later years; yet the greater part of your dealings with others will be limited to the community in which you live. In this chapter, therefore, we are going to find out the things you most need to know about your community.

You belong to Some Community

Did you ever think how much your address on an envelope tells? There is a whole story in it:

Miss Ruth Jackson
309 Fullerton Avenue
Daytona Beach
Florida
U.S.A.

A letter so addressed could travel from the heart of India and find its way to the very street and house where Ruth Jackson makes her home.

Wherever you go, when you sign your name you place after it the name of some town, village, or city in the United

States. You are always identified not only with a family but with a community. The community in which you live helps to make you, and you help to make the community. It is important, then, that you know your community well — just what it is doing for you now, and what you can do for it.

What is your Community?

If you had to describe your community to a boy in India, what should you say? To give a clear description would be harder than you might think. You look sharply at new things, but familiar ones you often look at unseeingly. What you need to do now is to look at your community as if it were a town or city in a foreign country.

Pupils' Activities

1. Make believe, when you wake up tomorrow, that you are in a strange community. Put notebook and pencil in your pocket and jot down what you see.

2. What is there about your community which you particularly like? What would you change?

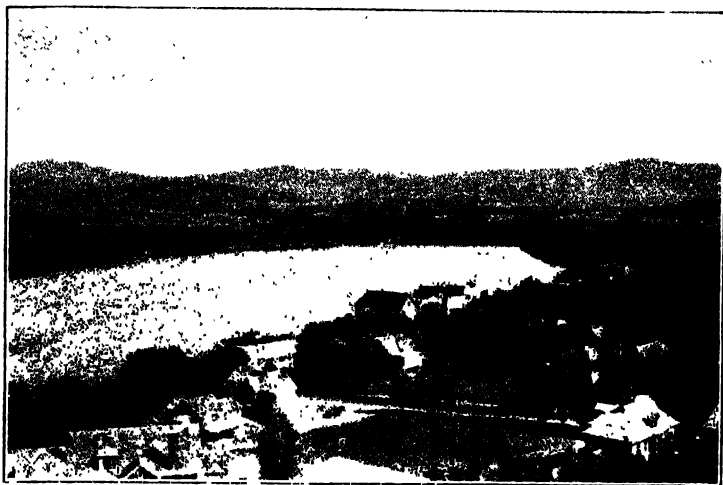
3. You will find, if you try to divide the buildings of your town into classes, that roughly they are

- a. Homes (including boarding-houses and hotels).
- b. Places of work (factories, stores, office buildings, fields, barns, sheds, etc.).
- c. Places for getting pleasure or rest (libraries, theaters, lecture halls, clubs).
- d. Places which assist the people in their work (banks, post office, railroad station, storage warehouses, grain elevators, silos).
- e. Places which assist the people in their homes (laundries, bakeries, etc.).

Make a diagram of your community, indicating certain of these places.

Defining "Community"

After what you have discovered about your home town, village, or city, how should you explain what a community is? Many different definitions could be made, all of which would be partly correct. Whatever else it is, you will see that it is a place where a group of people have their homes and many



What special advantages does a community like this have?

people have their work. Many persons live in one community and work in another; but this fact does not change your definition of a community – it means only that some persons have a special interest in two separate communities.

How does Your Community Help You?

Your community helps you by providing

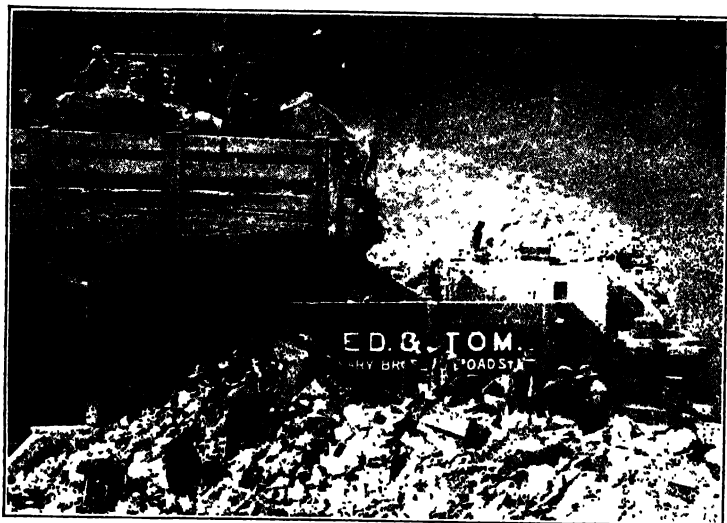
1. Schools, libraries, and other places in which you can get information and recreation.
2. Parks, playgrounds, and other places of rest and amusement.
3. Opportunities for work in fields, streets, offices, factories.
4. Conveniences like streets, lights, policemen, firemen, busses, or trolley cars.
5. Churches, which offer the people help and guidance and also the opportunity easily to get in touch with others.

Pupils' Activities

In what other ways does your community help you?

Helping your Community by Earning a Living

Just now your time is taken up chiefly with preparation for future years. You cannot do much until you are trained — trained to earn your living, trained to vote, trained to serve. In a word, then, you are helping your community as well as yourself by getting the best possible preparation.



This city dump is at the harbor's edge. Can unsightly dumps be avoided?
What does your community do about this problem?

You will begin in earnest to help your community when you are at work in it. Paying rent or board, or buying a house on which you pay taxes, will be one way of supporting the community. Another will be the actual work that you do — making shoes, selling groceries, working in an office, all help the wheels of industry to go round. Your part will be to **perform** your tasks so faithfully and well that the business **with** which you are connected will not lose through your negligence or poor work.

Paying your Debt to Parents and the Government through your Work

You saw in Chapter I that by the time you finish school you will be deeply in debt to parents and the government. You saw that you cannot fully settle these obligations until you are at work. Then, by means of taxes to the government, financial assistance to your parents, and acts of service to both, you can partly cancel your debt. But we did not emphasize one of the most important ways of repaying the government — engaging in some occupation that is necessary or helpful. A good carpenter, a skillful doctor, a competent teacher, even if they pay no tax to the government, may be serving it better than the person who pays the largest tax.

Money is absolutely necessary to run either a home or a nation. But loyal service is equally necessary. Many a community is helped most by some of its humblest citizens who pay only the smallest tax. The fine work that a teacher does may be worth \$10,000 a year to the community, although the teacher's salary may be only \$2000 a year. The careful work that a plumber does may save thousands of dollars' worth of property and many lives in the community, although his income may be only \$2000 or \$3000.

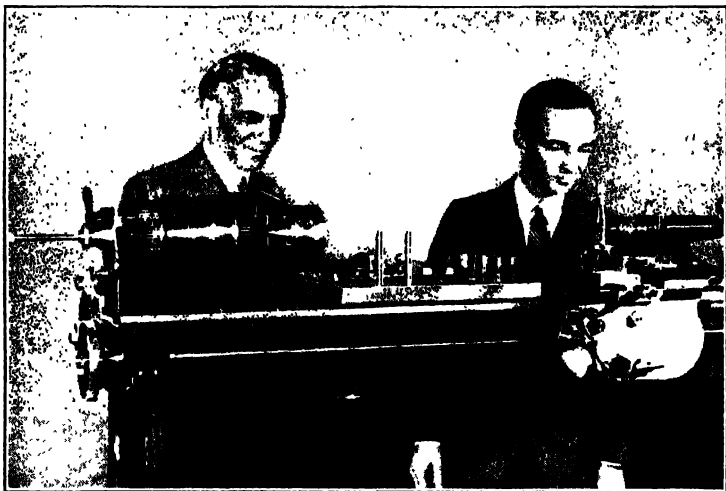
Helping your Community by Thrift

One day a teacher astonished her class by saying that she hoped all those pupils who could do so would walk down J Street on their way from school, to look at the new house which Albert James, one of the boys in the class, had helped to build. Everybody looked surprised, — most of all Albert ; for he lived in a rented house.

In reply to the astonished looks the teacher simply said, "Albert has saved \$300 and put it in the Home Savings Bank. This bank lent to the owner of this new house on J Street

money with which to build it. We can therefore say that some of Albert's money is in that house."

Since (1) there cannot be a real community unless there are homes for the people, (2) there cannot be homes unless there is money to build them, and (3) there cannot be money to



Henry Ford and his son have helped make many communities more prosperous build them unless somebody saves money, those who put money into a savings bank or a coöperative bank are helping to make homes.

Pupils' Activities

1. In some states coöperative banks are called building and loan associations. What are they called in your state?
2. Explain how the budget habit will promote thrift.

Helping to make your Community by Enterprise

Unless there is employment for all who need it, there cannot be a successful community. Men like Henry Ford, Thomas A. Edison, and many others, who plan great indus-

tries which mean work for thousands of people, are helping to make many communities. In a smaller way any person who has a farm, a store, a factory, or any kind of business in which he can employ several persons is helping to make his community. Without work a community would fall to pieces. So those who are enterprising enough to provide honest, respectable work for others are true community-makers.

Pupils' Activities

1. Who are some of your community-makers, — those who provide work for others in your community?

2. Has any new factory, mine, power station, or store been opened in your community recently? Who is responsible for this? How many people will have work because of this? Has any idle farm land or forest area been opened up recently? If so, how will this affect the community?

3. Has any factory or other place of work in your community closed recently? If so, how many people were thrown out of work? Do you know what they have done or are doing to find work elsewhere? Have any farms in your community been abandoned recently? If so, what was the reason, and what will be the result?

4. Of what special things is your community proud? Copy these into your civics notebook.

5. What are the important industries of your community? (The class might be divided into groups, to visit and report on some of these.)

Helping your Community by Paying your Bills

In business a person who borrows money must usually give security. That is, he must give to the person who lends him money something of value as guarantee that the debt will be paid. But frequently men borrow from their friends and give no security except their promise. Many persons also use the services of doctor, dentist, grocer, or coal dealer and give as security only their promise, or word of honor, that they will pay. In other words, they go in debt for these

things. They are really borrowing groceries, coal, the time and skill of the doctor and the dentist.

Before a family spends money for pleasures or luxuries, it is in honor bound to pay all such debts. Not to do so is stealing — stealing the time, ability, and goods of others. Such emergency debts as doctors' or dentists' bills cannot

always be avoided; but unless they are paid as soon as possible, the reputation of the family will suffer in the eyes of the community.

The law provides a way for collecting debts through the courts; but this is costly and slow. No one who respects himself will allow the person who lent him money or service to resort to this method of getting his money.

Many a storekeeper has failed because of the bad debts of families



© Keystone View C

In England many rural communities have
wayside first-aid stations

who had bought on credit. Many a doctor has been unable to send his children to college because of bills that never were paid. There cannot be a truly successful, prosperous community unless the people settle their debts promptly.

Pupils' Activities

1. What is security? If you borrowed ten dollars from your father or a friend, what security could you give that would fully protect him?

2. Some people are never out of debt. Do you think this is justifiable? Discuss this topic in class.

3. Often it is difficult for parents to pay their debts because their children are not willing to make sacrifices. Suppose your father is heavily in debt for hospital and doctors' bills. Name all the ways in which you could coöperate to save money.

4. At one time men were imprisoned for debt. Find out something about this from your history or from one of Dickens's novels.

5. Sometimes a man has to go into bankruptcy. Tell what this is. How can this protect the persons to whom he is in debt?

Helping to make your Community by Means of an Attractive Home

A community is a community even if it is bare and ugly; but no one takes pride in such a place. Whatever you do to provide trees, grass, and flowers around your home is a help to the whole community. A well-painted house and fence, a back yard or alley that is as clean as the front yard or sidewalk, attractive windows, — these all do their share toward making the whole street more attractive.

There is special incentive to making a home that you own attractive, but a rented home will affect the appearance of a street as quickly as a home that you own. Families who live in rented houses and do what they can to make their houses more attractive are of service to all the people, especially to their neighbors.

Helping to make your Community by Contributing to some Church

The church is one of the important parts of the community. In most communities there are several churches; in some communities there are many. They all stand for helpfulness, comfort and encouragement, obedience to law. Marriage ceremonies are usually performed by clergymen, and funerals are conducted by them. Some of the greatest events of life center in the church.

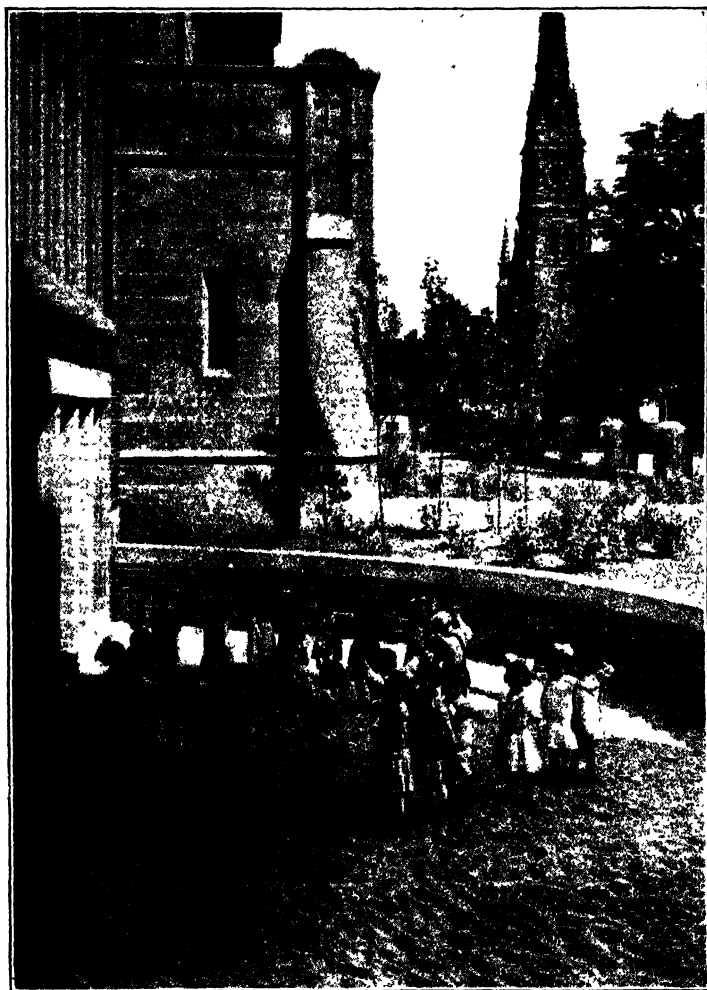
One reason why churches are such an important part of the community is because they help the people to understand what is fine and true. In school, tests are given to find out whether pupils have mastered their studies. Two or three times in the school year pupils are examined and graded. A pupil cannot get far behind without knowing it. But school



During the house shortage one year many prosperous families who did not own houses had to live in tents

does not give tests in character. Report cards have a heading "Deportment," and pupils are rated on this; but this does not tell very much. The test of character comes at home as well as at school, every day in the year. Character cannot be made strong and fine unless a person knows what the strong and fine qualities are. Attendance at church is one of the things which will help a person to understand what these qualities are and how to acquire them.

Like other organizations, the church is dependent on the money and services of its members. Only when all the members do their part can the church flourish.



The church and the school are necessary parts of every community. Why?

Pupils' Activities

1. What different services or events have taken place in your church the past month? How were these helpful?
2. Why do men often say that they would not care to live in a community that had no churches?
3. What activities for young people does your church have?

Helping to make your Community by paying Taxes

Streets, roads, street lights, water supply, sewers, and garbage-consuming plants are some of the things that make a community a healthy, safe, pleasant place in which to live. These are secured with the money which the people pay in taxes. The true community-maker is a taxpayer as well as a capitalist. A taxpayer in a small town estimated that he had paid for all the street lighting in his community for the last five years. By adding up his tax bills and studying the town reports he found that what he had paid in taxes since he had moved into the community was just equal to the cost of the town's lighting for five years.

Pupils' Activities

1. How much would you have to pay in taxes to cover the salary, for a year, of one policeman, one fireman, and the postman who delivers your mail?
2. If you paid no taxes, would you feel as comfortable in using the conveniences provided by the government? Give reasons.

Helping to make your Community by Wise Voting

Certain activities of your community, as you have already learned, are controlled by the government. The tasks that the government performs are absolutely indispensable for the very existence of the community; for example:

1. Protection of life (police, courts).
2. Protection of property (police, fire department, courts).

3. Protection of health (health department, board of public works).

4. Aiding work and home life (streets, bridges, lights, post office, schools, libraries).

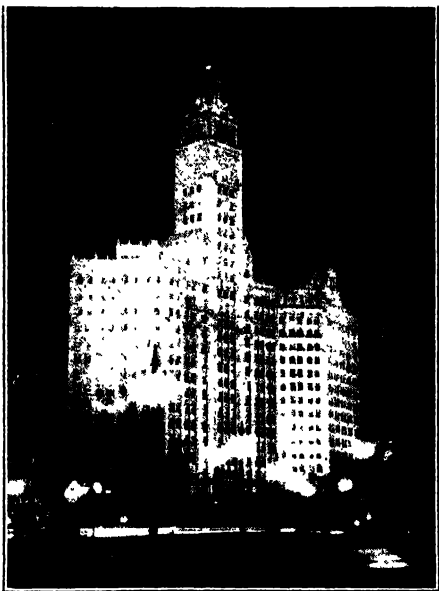
The workers who attend to government tasks are chosen by the voters, or are appointed by officials whom the voters elect.

Therefore by voting for government officials you are voting for streets, lights, schools, and all the other things listed above. Whether you have efficient police, fire department, health officials, and schools depends on how wise the people are in their voting.

To know how wise or unwise the people in your community have been in their voting, you can make a survey of your community (or, if you live in a large community, of your neighborhood), to see what it needs in the way of

better streets, more trees and parks, better schools, more adequate police or fire protection, laws about smoke, and all other matters affecting the welfare of the people. Pupils could be assigned certain streets or districts. From the different reports the teacher or a pupils' committee could make a general report of the community or neighborhood.

To help you in making this survey, we are giving on the next page the outline used in a clean-up campaign in Kansas City.



What community problems do skyscrapers create? Whose enterprise makes them possible?

INSPECTION REPORT

District Number -----

Location (street and number) -----

Occupied by -----

Kind of business -----

(Inspector will check the nature of property and defective conditions observed.)

Property. Building ----- Dwelling ----- Shed or outbuilding -----
 Areaway ----- Fences ----- Sidewalks ----- Street ----- Alley -----
 Vacant lot -----

Conditions (external). Unsightly ----- Dilapidated ----- Littered with
 trash ----- Rubbish piles ----- Garbage ----- Fallen trees or brush
 ----- Other debris ----- Hanging signs (broken or unsafe) -----
 Hanging wires ----- Unsightly or torn awnings ----- Canopies -----
 Screens ----- Trash burning ----- Signs or billboards in bad con-
 dition -----

Unsanitary. Stagnant pools ----- Stables ----- Mosquito-breeders -----
 Refuse or garbage dumped ----- Weeds -----

Streets and alleys. Broken paving ----- Holes ----- Need of repair -----
 Open trench ----- Manholes ----- Catch basins ----- Broken -----
 or blocked ----- Rubbish in gutters -----

Sidewalks. Broken or in need of repair ----- Covered with dirt -----
 Obstructed ----- How? -----

Conditions (interior). Rubbish or trash ----- Where found ----- Ashes
 ----- Where found ----- Broken boxes or other inflammables -----
 Where found -----

Other fire hazards (specify below).

Remarks (report any conditions not checked above). -----

Date ----- Signed -----

Inspector

The Ideal Community

It is much easier to define "community" than it is to tell what an "ideal" community is. Probably no community exactly suits the people who live in it. It may be too small or too large, too noisy or too quiet, poorly planned, smoky, untidy, down at the heel. If you have taken long automobile or train rides, you have seen many kinds of communities. Only one community is yours, however, and most of your effort must be given to making this as nearly ideal as possible. Here are some of the requirements of an ideal city or large town community :

1. Broad streets laid out in straight lines.

2. Wires underground.

3. Several large parks and many small green areas.

4. Shade trees on residential streets.

5. Factories, storage warehouses, grain elevators, railroad stations, and tracks in one section of the city. Homes, schools, and hospitals in another section of the city.

6. Wide, well-paved sidewalks.

7. Electric street lights placed at convenient distances.

8. Police and fire boxes made as attractive as possible.

9. Freedom from soot and dust.

10. Freedom from excessive noise.

11. Convenient parking spaces.

12. Good traffic supervision.

13. Schools with ample playgrounds.



Of what use is an ambulance to the department of health of a community?

14. Separate public playgrounds.
15. One or more community centers.
16. One or more churches.
17. What else?

Here are some of the requirements of an ideal country village or community :

1. Well-made roads.
2. Well-kept ditches.
3. Fences and walls in good condition.
4. Clear, attractive signposts at crossroads.
5. Shade trees along village streets and near houses.
6. Wayside stands and gasoline stations that are scrupulously neat and attractive.
7. School conveniently located, with attractive grounds.
8. A public library near post office or school.
9. An attractive grange hall.
10. Houses that are well painted and yards that are free from ashes, refuse, old vehicles.
11. A church centrally located.
12. What else?

Not many years ago a famous architect learned from his physician that he had not more than a year to live. A few days later he told a friend what the doctor had said. The friend's first reply was, "Then you will have just time to finish this work."

Does this sound like a cold-blooded remark to you? It certainly would seem heartless unless the work was something of great importance. Both men believed it was. The dying man therefore devoted his few remaining months of strength to finishing this work. And what was it? The drafting of a plan for making Chicago an attractive, convenient city. To remake the city would take many years and millions of dollars. Both men knew that the voters would never approve so expensive an undertaking unless they could see on paper how it could be done and how it would increase the wealth of the city.



Why is this not an ideal community? What could be done about it?

The plan of this architect, Daniel Burnham, is today being followed in the nation's second-greatest city; and all over the nation smaller cities and towns are using similar plans to make changes that will result in communities which are more beautiful and more convenient.

Pupils' Activities

1. What would you add to the lists on pages 265, 266, to make your community ideal?

2. If you are well acquainted with one or more communities besides your own, compare these with your community so as to show in what respects they are superior or inferior to yours.

3. Does your community have a planning board or planning committee? If so, what has it done? If not, does your community need such a board or committee? Why?

4. Prepare an outline which could be used in making a survey of your community, or of the section in which you live. Keep in mind homes, streets, traffic regulations, schools, business section.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills :

HABITS

1. Observing your community closely.
2. Saving.
3. Paying debts promptly.
4. Keeping things "picked up" in yard, on the street, at school, and elsewhere.
5. What others?

ATTITUDES

1. Having the same feeling of responsibility for the community as for the home.
2. Understanding the value of the church to the community.
3. Realizing the importance of attractive features in a community.
4. Appreciation of the men whose enterprise makes possible work opportunities in your community.
5. What others?

SKILLS

1. Familiarity with the principal facts about your community.
2. Ability to take an active part in church work and in making the community more attractive.
3. Ability to take an active part in some organization in the community.
4. What others?

SPECIAL WORK FOR PUPILS BASED ON CHAPTER XIV

Testing Yourself

Test I. Each of these statements is incorrect or incomplete. Give the answers which you might use to contradict a person who made these statements :

1. The wealthy owner of the largest factory in our community is helpful to it only because of the heavy taxes he pays.

2. Any worker in a factory is worth more to the community than the owner.

3. Doctors should not expect poor people to pay their bills promptly.

4. Churches are a help to the community chiefly because they offer so many opportunities for entertainment.

5. Every defect in a community can be remedied by right voting.

6. An alien is a person who cannot become a citizen.

7. A naturalized citizen is a person who was born in a foreign country.

Test II. An industrious, self-respecting family can help their community in the following ways :

- 1.
- 2.
- 3.
- 4.
- 5.

Test III. Suppose you suddenly find that you can live wherever you please. You can remain in the community where you now attend school or you can move to any other that you choose. What place would you choose? Why?

Test IV. A man with a wife and three children under fifteen has received offers of positions in two different communities, each of

which means a much larger salary than he is now receiving. He decides that he ought to accept one of these positions, and talks the matter over with his wife and friends. What features of a community would he need to consider in making the choice that would prove best for himself and his family?

Test V. As you approach Trenton, New Jersey, by train you see a huge electric sign which reads "Trenton Makes — the World Takes." Think out a suitable slogan or motto for your community.

Test VI. Tell some of the differences between a rural community and a city community. What are some of the ways in which all communities are alike?

CHAPTER XV

THE PEOPLE OF YOUR COMMUNITY

What about the People who make up the Community?

The people who make up your community — who are they? Young and old, rich and poor, employed and unemployed, law-abiding and lawless. There are many ways of describing them. But some of the most important questions about the people are

1. Whether they are citizens.
2. Whether they are law-abiding.
3. Whether they are employed.
4. Whether they help one another.

What is a Citizen?

A citizen of a country is much like a member of a family. To belong to a family a person must either be born into it or be adopted by it. To belong to a nation a person must either be born into it or be adopted by it. If a family wish to adopt a child, they must appeal to the court; for only a court can make a person a legal member of another family. If a person wishes to be adopted by the United States, he must appeal to the court; for only a court can make a foreign-born person a member of the United States. The act of being adopted by the United States through the courts is called naturalization.

If Mary Sanders is adopted by Mr. and Mrs. Emerson, she becomes Mary *Emerson*, a member of the Emerson family. If Enrico Patullo, an Italian, is adopted by the United States, he becomes Enrico Patullo, an American.

Persons who board or room with a family, but do not belong to it, we speak of as boarders or roomers. Persons who

travel or live in the United States, but do not belong to it, we speak of as aliens, or foreigners. In other words, they are not citizens.

Citizens and Aliens

There are, then, two kinds of citizens in the United States and a large number of persons who are aliens. The two kinds of citizens consist of (1) persons born in this country, who



Immigrants on shipboard, looking anxiously toward the new country which is to be their home. What would you be thinking if you were in their place?

are often called natural-born citizens; (2) persons who were born in foreign countries but have been naturalized.

Every year thousands of Americans are living or traveling in foreign countries. They remain American citizens unless they become naturalized in some other country.

Aliens are of four kinds: (1) persons born in foreign countries who plan to live here permanently, and who might become naturalized but make no attempt to do so; (2) foreign-born persons who plan to become citizens; (3) foreign-born persons who are traveling or studying in

this country ; (4) persons of the yellow race who were born in foreign countries and hence can never become citizens of the United States. Aliens who make their homes here are a problem ; for those who might become citizens and do not are shirking their responsibility, and those who are not permitted to become citizens are really men and women without a country. Neither of these groups can be of real service to the nation.

How the Foreign-born are Admitted

People born in almost every country of the world are today living in the United States. Before the foreign-born are admitted the government tests them, to make sure that undesirable persons are kept out. Each person is tested for

1. Mental health.

All idiots, imbeciles, and insane persons are refused admission.

2. Physical health.

All persons suffering from alcoholism, contagious diseases, and any ailment which might prevent them from earning a living are excluded.

3. Moral character.

Persons convicted of, or who admit guilt of, a crime, felony, or misdemeanor are excluded.

4. Belief in our government.

Anarchists (persons who are opposed to organized government) and persons who believe in the overthrow of government by violence are excluded.

5. Illiteracy.

All persons (with a few exceptions) who cannot read and write some language are excluded.

6. Labor contracts.

All persons who have made a contract to come here to work are excluded.

Pupils' Activities

1. Explain as fully as possible what you understand each of these tests to show. Why are they wise? Should you like to have additional tests made? If so, what and why?

2. Find out (1) as nearly as possible what year it was that your first ancestor came to this country ; (2) from what country he came ; (3) what his occupation was over there ; (4) why he came ; (5) what occupation he engaged in after he arrived.

How the Foreign-born become Citizens

After a foreign-born person has been admitted into the United States, he is still an alien. To become a citizen the newcomer must do certain things prescribed by law.

1. At any time after landing, an immigrant (except a person of the yellow race) who is eighteen years old or over can go before a court (a Federal or a state court, not a municipal court) and sign a printed statement which shows that he wishes to become a citizen of the United States. This statement is kept by the court, but an official paper is given the immigrant to show that he has made his "declaration of intention." This is called his "first paper."

2. After the applicant has lived in this country for five years, he may petition the court to make him a citizen, provided he is twenty-one years of age or over, and has lived in the state in which the petition is to be filed for at least one year immediately preceding the date of petition. He obtains from the court a printed blank which states that he "is not opposed to organized government, is not a polygamist, and has, not less than two nor more than seven years previously, filed his intention of becoming a citizen." When he has signed this, he leaves it with the court, together with his "declaration of intention" and the sworn statements (affidavits) of two citizens that he has fulfilled the residence requirements and is a person of good character.

3. After ninety days — during which time the court may, if it wishes, investigate the record of the applicant — he is notified to appear in court to be examined by the judge. If he is able to answer all questions satisfactorily and there are no witnesses to testify against him, the judge permits him to swear loyalty to the United States government ; and by this act he becomes a citizen. The oath that he takes reads as follows :

I do hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to — the — of — of whom I have heretofore been a subject ; that I will sup-

port and defend the Constitution and Laws of the United States of America against all enemies, foreign and domestic; and that I will bear true faith and allegiance to the same, so help me God.

A certificate, often called "second paper," is given him as a proof of his citizenship. He can now become a voter by registering at the proper time and place, just as the native-born person does.



In what kind of communities do Indians live? Just to be born in the United States does not give the Indian the privilege of voting. Why is this?

Natural-born citizens and naturalized citizens have the same privileges and duties, with only a few exceptions. No foreign-born person could become president of the United States, for example; but most government offices are open to all citizens.

How a Foreign-born Boy and Girl can become Citizens of the United States

We saw that Mary Sanders can become a member of the Emerson family by action of the court. That is, the judge of the court can declare Mary an adopted member of the Emerson

family. A legal document called adoption papers is given Mr. Emerson, to show that Mary legally belongs to his family; and a record of this fact is made in the office of the court.

But suppose that Mary Sanders was born in Scotland and wishes to be adopted by the United States. Mary is under



Son of the president of Mexico who attends school in the United States. In what class of aliens does he belong?

twenty-one and therefore is a minor. We saw in Chapter II that minors cannot act for themselves as adults can. Every minor is under the authority of a parent or of some guardian appointed by the court or of some government official. Therefore Mary cannot come to the United States except with her father (or with her mother if the father is dead) or to join some relative or citizen who will become her guardian. Neither can Mary become a citizen of the United States except through her parents. The moment her father (or mother if the father is dead) becomes a citizen, Mary becomes a citizen also. But if her father lives here year after

year without becoming naturalized, Mary must wait until she is twenty-one. Then she can petition the court to make her a citizen.

The only way, therefore, that foreign-born boys and girls can become citizens before they are twenty-one is through the action of their parents. Such boys and girls often persuade their parents to take the first step toward citizenship.

What Community does a Citizen belong to?

A citizen of the United States is also a citizen of the state and community in which he lives. Not only this — he is a citizen wherever he goes in the United States. He can live in any community or in any state within the nation. A boy can go to college in Chicago, take a position in Dallas, move to San Francisco, later to Seattle or any other place. In each community he is a citizen. The wonderful thing about belonging to the United States is that, because it is a vast country of forty-eight states and over seventy thousand communities, each of you has a big choice of places in which to live and work. You may go from one to the other without losing your citizenship.

As a citizen you belong to whatever community and state you happen to live in. Many families live in one community in winter and another in summer. They belong to both communities. However, a person can vote in only one community. Officially, therefore, a person belongs only to the community in which he is registered as a voter. If he wishes to change his legal residence he must register in the community to which he has moved; his name is then taken from the list of voters of the community in which he formerly lived.

The Difference between a Citizen and a Voter

The word *citizen* should not be confused with the word *voter*. A voter is a citizen, but a citizen is not always a voter. You have already seen that no person can vote before he is twenty-one years of age; yet every child born in this country is a citizen. An American-born criminal or insane person cannot vote; yet he is a citizen. Every citizen is entitled to all the protection and rights given to every other citizen, but voting is a privilege which the government may give to some persons and not to others. However, no one can be prevented from voting because of race, religion, or political belief.

Pupils' Activities

1. Where can foreign-born persons of your community secure naturalization papers?

2. Compare the terms *adoption* and *naturalization*, *alien* and *guest*. Give sentences illustrating their meaning.

3. Tell what your community does to help foreign-born persons

a. To learn our language and customs.

b. To find out the facts about how to become a citizen.

c. To find employment.

4. Can you tell some of the fine things which the different nationalities have contributed to America?

5. Be able to explain very clearly the meaning of *rights*, *duties*, *privileges*. Name a right, a duty, and a privilege of a citizen, and give an illustration of each.

6. The teacher will assign each member of the class a "right" to study. Read what the Constitution has to say about the right assigned to you. Be ready to explain it.

Many Special Opportunities for Helping the Foreign-born

In most communities there are foreign-born residents to whom much of the life around them is strange and bewildering. Perhaps some of the pupils in your school were born in foreign countries or have foreign-born parents. They need to have many things explained to them carefully but courteously, as equals to equals.

In one of our cities a foreign-born woman who sold food on a pushcart was arrested and fined for not protecting the food from flies and dust. Her fifteen-year-old son wrote this letter to the judge who sentenced her :

Dear Judge A :

Before I begin my tale I want to tell you who I am, so that you will understand me better. I am the son of a woman named —, whom you sentenced, on Monday, October 29, to one day in jail for trying to make an honest living nowadays, and help support five children, the oldest of which am I, 15 years of age, who quit high school last year, in fourth term, in order to go to work and support myself. . . . Ah! if I were only old enough to come near

you people, you who live in luxury, in beautiful castles built by us, I would make you look like two cents in an ash can, but I am too young, and also have too much worry of my future. I have too much to struggle for.

Give the poor a chance, a living chance; let them live while they do, and I can assure you of a high appreciation and a clean country and Government Respectively. Take this advice from a youngster who did a great deal of suffering.

From a Heartbroken Mother's Son Whose Name is

Harry
Long life, Liberty
and Freedom ¹

This fire-eating letter showed that "Harry" had many things still to learn besides rules of grammar (how many errors can you find in his letter?). The judge was not wealthy and did not live in a castle. The boy did not understand that most of America's greatest men had had to struggle just as he was struggling. He did not understand that his mother had broken a law which had been made to protect boys like himself, and all others, against diseases which are spread by means of dust and flies. Not until the boy was turned over to the juvenile court was this made clear to him. It was not too late then to make him into a loyal fifteen-year-old citizen, but what the judge had to explain might have been explained by his school friends.

Pupils' Activities

1. What would you have told Harry if you had been the judge? Write the kind of letter to Harry that you believe would help to make him respect the United States and the courts.
2. What assistance have you ever been able to give a foreign-born person in your community?
3. How would you explain to a foreign-born person about your public library, the free dispensary, the tax collector's office, the health officer?
4. In what ways can a postman and a police officer be especially helpful to newcomers?

¹ Reprinted from Franklin Chase Hoyt's "Quicksands of Youth," by permission of Charles Scribner's Sons, publishers.

How the Foreign-born can help the Community

When a child is adopted into a family, he ought to be respectful and obedient to his adopted parents. A foreign-born boy or girl should likewise be respectful and obedient to his new country. Learning about its history, learning to speak its language, and using but not abusing all such helps as the



There are many disasters that a single family cannot cope with; some that even a single community cannot cope with

school, the library, the playground, are ways in which such persons can show their respect. To obey its laws faithfully is even more necessary. Though a foreign-born citizen may dislike the laws and customs of the United States, he still owes it obedience and loyalty. He has not earned the right to criticize until he has proved his loyalty to the new country.

The foreign-born person has also a special duty to the country in which he was born. American-born boys and girls will inevitably get most of their impressions of Italy, Germany, France, and all the other countries from the boys

and girls of these countries whom they meet in school and elsewhere in the community.

American-born boys and girls must strive to be good advertisements of their country; foreign-born boys and girls must try equally hard to make Americans think well of the countries from which they have come.

Pupils' Activities

If you were born in a foreign country, what could you tell an American about the fine and beautiful things in it? If someone said, "If there are such fine things in your country, why did you come to the United States?" what would you say?

The People of the Community must be Law-abiding

There are some communities in the United States where it is not safe to live. Thieves, thugs, bootleggers, and idlers make life and property unsafe. Do you happen to know one of these communities? A traveler who had lived most of his life in the semicivilized parts of Africa said that he felt much safer there than in some of the cities of the United States.

A part of every community is always law-abiding; but many people are careless, and a few deliberately break the laws. The law prohibiting the manufacture and sale of liquor is broken by a large number of people. Traffic laws and income-tax laws are others which are broken by many citizens.

If a citizen excuses himself for breaking some law which does not please him, is he a better citizen than a person who steals? We are apt to think that some lawless persons are better than other lawless persons. It is true, of course, that the breaking of certain laws causes more suffering and disorder than the breaking of others. But the habit of lawbreaking leads to anarchy and disaster. If most of the people of your community are lawbreakers, the community is headed

toward disaster. If the people are for the most part law-abiding, your community is likely to be a safe, comfortable place in which to live.

Pupils' Activities

1. What are some of the laws which the people of your community thoughtlessly break? Should any of these be repealed?
2. What kinds of lawbreakers make your community a less desirable place in which to live?

The People of the Community must be Employed

The only successful communities in which large numbers of people do not work are health resorts filled with people who are seeking to regain their health. You have seen that prosperity depends on natural resources and on the use the people make of them. Unless your community is busy doing some part of this essential work, it is not a good place in which to live.

If many of the able-bodied workers of your community are unemployed, it is probably for one of these reasons :

1. Laziness — willingness to be supported by others.
2. Hard times, which have forced businesses to cut down or shut down.
3. Lack of opportunities in the community.
4. Labor disputes.

Pupils' Activities

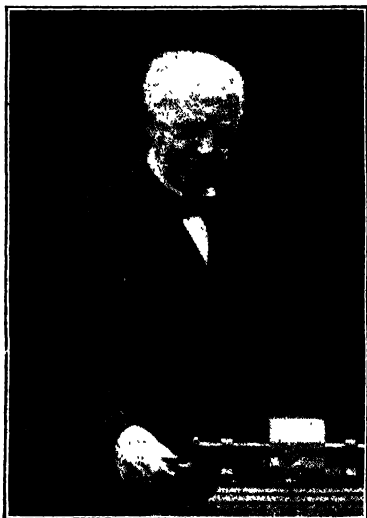
1. When hard times have affected the workers in your community, what have they done?
2. Strikes and lockouts are one reason for unemployment. What is a strike? a lockout? What causes them? What can be done to prevent them?
3. Sometimes changes take place in a community which reduce the number of work opportunities. What must be done then? Give an instance of how one family solved this problem.

The People of the Community must help Each Other

Every family in a community has special problems. Some of these the family can solve without outside help. Many problems, however, require the assistance of the rest of the community. One advantage in living in communities is this very fact — when a person cannot help himself, he can turn to others.

Every boy and girl will meet many difficulties that he will be sorely perplexed to know how to solve. A boy or girl who is doing everything possible to prepare to earn a living in later years may suddenly find some misfortune blocking the way. There are many other problems that families and boys and girls have to deal with. Some of these they can solve alone; others will require the assistance of persons outside the home. Coöperation is the keynote of successful communities. We saw in Chapter XI that living together demands the spirit of coöperation. The most enjoyable places in which to live are those places where this spirit prevails. Can you see that this is so?

Since it was intended that the public schools should help pupils to learn how to meet present and future difficulties of living, we shall discuss, in the next four chapters, certain of the more important problems which pupils need to think about in advance: meeting family crises, finding play opportunities, winning health, avoiding trouble with the law.



Edison has helped provide work for thousands of people. Can you tell how he has done this?

Looking Back to Chapter XII

In Chapter XII we saw that in most of our relations with other people we act as part of an organization. The home, the school, the community, we found were organizations as well as clubs and societies. We saw that an organization is made up of a group of people who try to accomplish a certain thing or many things by following a definite plan. Some organizations have a more carefully worked out plan than others. For instance, the school has all the details so carefully planned that every teacher and every pupil knows what is expected of him almost every hour of the day. Some homes are similarly organized, but usually we are not conscious of this fact.

The community is always a part of an organization. The name of the organization is not always the same. Some communities belong to the organization called town, others to that called village, or to that called city. Most of these community organizations are part of a still larger organization called a county or parish; each county is part of the organization called the state; and each state is part of the great organization called the United States of America.

About these organizations we shall learn more in later chapters. Here we need only to think of the community as part of an organization. Whether it is an incorporated village or a town or a city, it has

1. A definite purpose.
2. A definite plan.

What is the definite purpose of your community organization? To protect the lives, health, and property of the people who live in the community, and to aid them in their work and home life.

What is the definite plan to accomplish this? This plan consists of a set of laws passed by the state and by the town or city. The laws give instructions as to who shall be the

acting head of the community organization, what other officers there shall be, and what their duties shall be. In the case of most cities part of these laws are brought together in the form of a charter.

All citizens of the community are members of this organization. The active members are the voters; the associate members are the nonvoters. Dues are paid through taxes.

As a resident of your town or city, then, you are not merely a schoolboy or a schoolgirl. You are not merely a son or daughter of Mr. and Mrs. Blank of ——— Street; as you saw in Chapter XII you are a member of an organization. And, like a member of any other organization, you have duties and privileges which we shall discuss later. In the next few chapters, however, we shall deal with some of the problems of all communities.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills:

HABITS

1. Thinking of yourself as part of a community organization.
2. What others?

ATTITUDES

1. Realizing that the community is more important than any one individual.
2. Thoughtfulness for all strangers in your community, whether foreign-born or native-born.
3. What others?

SKILLS

1. Ability to tell the advantages of being a citizen of the United States.
2. Ability to explain what the Constitution of the United States is.
3. What others?

SPECIAL WORK FOR PUPILS (BASED ON CHAPTER XV)

Testing Yourself

Test I. Certain of the statements given below are incorrect. In the case of each such statement, change the sentence so that it is a true statement of fact.

1. A foreign-born person who is skilled in some useful trade may come to the United States to live.

2. All foreign-born persons who are mentally unfit are excluded by the immigration laws.

3. An owner of a mine can import foreigners to work in the mine.

4. A college professor who believes in teaching that our type of government should be overthrown could pass the tests for admittance to this country.

5. An alien may apply for his first naturalization papers as soon as he reaches America.

6. A naturalized citizen may bring into this country his dependent parents if he is willing and able to support them.

7. A boy, born in the United States, son of a naturalized citizen, may become the president of the United States.

8. A wife becomes an American citizen when her husband completes his naturalization.

9. The wife of a foreign-born person who remains an alien cannot vote.

10. Employers should demand that their employees learn to speak and read English.

11. Respect for the law should keep us from breaking a law, even if we do not approve of that law.

12. Every voter should feel a moral obligation to go to the polls at every election.

13. The happiest community is one in which most of the residents do not work.

14. A good, law-abiding citizen need not feel any responsibility for helping others in his community.

15. Foreign-born persons are sometimes given wrong impressions of our country through the thoughtless or unjust acts of American citizens.

16. Many immigrants who have stayed in this country have found it to be "the promised land of their dreams."

17. Government affairs in a community are often managed very badly because the best men will not run for office.

18. Voters should be influenced by their feelings rather than by their common sense when deciding upon how to vote on given questions.

19. If Good Government organizations are nonpartisan they can help the community in which they work.

CHAPTER XVI

WHEN TROUBLE COMES TO A FAMILY, WHAT IS THE WAY OUT?

The Problem of Families handicapped by Poverty

In Chapter VII you saw that the cure for poverty is work, and that in the United States there is usually work for all the people. But frequently, because of some temporary misfortune — sudden illness, hard times, loss of employment — a person or a family finds poverty around the corner.

At any time some such misfortune as the following may come to any family, however prosperous it may be today: (1) through the death of the father the family may be left without enough money to live comfortably; (2) through the illness of the mother or father, doctors' and hospital bills may swamp the family; (3) because of hard times there may be long-continued unemployment, with debts piling up; (4) a sudden flood or storm may destroy the year's crops, and the payment on the farm cannot be met.

You can think of many other disasters that might bring hard times to your family. No family is so well or so rich that real trouble may not come to it suddenly. Money must be saved in prosperous times for the days of trouble that are sure to come. But long-continued illness or unemployment will often cause savings to melt away. What, then, is the way out?

As a good citizen, part of your task is to know how to help yourself and your family in time of trouble, and how to aid other families when trouble comes to them. In this chapter

we shall therefore discuss briefly what is to be done in such cases. We shall take several instances of actual trouble and think out what should be done.

Two Families in Trouble

Every year at Christmas time a city newspaper selects out of thousands of unfortunate families in the city several hundred that seem to need help the most. From day to day it



© Keystone View Co.

Just to get food, clothes, and shelter is a problem with many families.
Hard times have overtaken this family

tells about these families, so that those who wish may share some of their good fortune and prosperity with those who are in temporary distress. Two of the families which the paper told about we shall take for our first study.

ROBERT'S PROBLEM

Trying to do too much for her six children broke the health of Mrs. M. soon after she was left a widow. She is able to earn a little at home by sewing, but her hands are full, looking after the children. The hope of the family was Esther, 18 years old. She was earning \$11 a week in an office, when she began to lose color and weight. It

was tuberculosis. Several months of rest and nourishing diet were ordered by the doctor. The sole income now, outside of \$2 or \$3 a week from the mother's sewing, is the pay envelope of 16-year-old Robert, who has a job in a factory at \$10 a week. The other children are girls of 14, 11, and 9, and a boy of 6. They will be lucky if they can be kept with their careful, devoted mother.

Amount needed, \$720.

If you had been in Esther's Place

Suppose for a few minutes that you were in the place of either Esther or Robert. First we will take the case of



It is hard to keep well where there is
dust and no sunlight

Esther. When Esther began to lose weight and color, she did the right thing—consulted the family doctor. If the family had not known a reputable doctor to consult, she could have gone to a dispensary for advice.

Once the trouble had been diagnosed as tuberculosis, there was only one thing to be done: to get rest, nourishing diet, and fresh air, and to keep hopeful. That was Esther's problem. Her doctor would know—as any good doctor always

does—where she could go to get the right treatment. In every state there are government hospitals and outdoor camps to which a person can go to recover from tuberculosis or to prevent its getting a hold. Then there are private country places where such patients will be taken to board. The doctor would make the necessary arrangements for

Esther to be admitted to some such camp or hospital. Once she was there her only problems would be (1) to follow doctors' directions carefully, (2) not to worry.

In practically all cases tuberculosis in young people can be cured or arrested if they will follow doctors' directions carefully. To do this is a duty which they owe not only to themselves but to their family and to the community.

If Esther could have had plenty of sunshine, fresh air, nourishing food, and freedom from worry in her home, she could have remained there. Thousands of cases of tuberculosis are arrested by the right kind of home treatment, under a doctor's care. But worry is almost as bad as lack of sunshine, and Esther needed to be kept from worry. This was possible only by getting her away from the home for a time.

Pupils' Activities

1. Suppose that Esther lived in your community. To what hospital or camp could she go? How would she set to work to obtain admittance to one of these places?

2. Suppose that instead of going to a public camp or institution she could afford to board at a private farm or some other place in the country. Where could she go? What would be the railroad fare and board for three months?

3. Suppose that at the end of three months the doctor said she could go back to work, provided she could find employment in a sunny, airy place. What kind of work should she look for?

4. What habits of eating, sleeping, exercising, and working should she cultivate most carefully to prevent her trouble from coming back?

If you had been in Robert's Place

Robert's task would be quite different from Esther's. He would have to be a kind of adviser and helper to both his mother and Esther, as well as a breadwinner. Although Esther was older than her brother, her illness would make it necessary for him to plan for her. He would discuss ways and means with the doctor.

Then when Esther's health problem was settled, there would remain the problem of money. Ten dollars a week would not pay for food, rent, fuel, and clothing for the rest



Breadwinners at too early an age. They have mothers and sisters to help support

of the family. There were two things that Robert could do: (1) go to his employer (foreman or superintendent) in the factory, tell of his home situation, and ask if there was not some way in which he could earn more money; (2) try to find evening work also or a new day position which would pay better.

But probably any additional pay that

Robert would be able to get at once would be too little to drive the wolf from the door. He must have assistance until someone else could be a breadwinner also. He would have to ask some friend for a loan or else appeal to some government organization which had funds for such purposes.

Pupils' Activities

1. Suppose that you were in Robert's place, and worked in the factory nearest your home or in one that you knew something about. Think out just what you would say to the foreman or superintendent to find out if there was not some way in which you could earn more money.

2. Suppose that you were Robert's friend and were trying to help him to find a better position, but did not want to raise his hopes unnecessarily. Whom would you tell about Robert? What would you say?

3. If outside help must be secured, to what organizations could Robert apply if he lived in your community?

4. Suppose that friends advised Robert's mother to allow the home to be broken up for a time — the mother to go to a hospital to recover, the younger children to be boarded out in different homes by the city or state. What would you say to this plan if you were in Robert's place?

If you had been in Mary's Place

MARY'S PROBLEM

Fourteen-year-old Mary earns \$12 a week and is the only wage-earner in her family. There are five other children, and the mother is kept busy looking after them. The father is in the hospital. They are living in cold, scantily furnished rooms. Kind neighbors have kept the children clothed, but they are all underfed. The younger ones are Marion, 10; Jennie, 7; Dorothy, 5; Angelina, 3, and Nicholas, 1. Amount needed, \$972.

Mary's case seems more serious than that of either Esther or Robert. How could a fourteen-year-old girl support a family of six besides herself? Even if she were able by skilled work to increase her earnings, she could scarcely expect to do what would be a strong man's job.

When Mary found herself in her desperate predicament, the first thing for her and her mother to do was to get all the information possible as to ways out of the difficulty. Mary could go to her former teacher or principal for advice, to her clergyman or Sunday-school teacher, to all her friends, and also to her employer. From what she learned from them she would see what step to take next. Unless there were relatives who could give money or take some of the children, charitable organizations would have to help.

Pupils' Activities

1. In your community what private or government organizations could be called on to help Mary?

2. If Mary belonged to the Girl Scouts or the Camp Fire Girls, could these organizations help her in any way? If so, how?

What Organizations come to the Help of those in Trouble?

There are many organizations whose sole purpose is to help people in financial trouble. Some of these are private organizations; others are government bureaus. The titles shown on the opposite page are the names of a few of the helpful organizations which appeared in one city newspaper.



When he lost his position, he took work in a restaurant to tide him over a hard place

State, county, or city health departments could help people like Esther and her mother. These departments usually have charge of free hospitals for those who are seriously ill with tuberculosis, and outdoor camps and homes for those who are threatened with it. In cities there are often special schools with roof-garden classrooms, with special luncheons, for those who have a tendency to tuberculosis.

There are not only hospitals for persons who are ill, but dispensaries where those may get attention who need

medical care but are not ill enough for a hospital. District nurses offer another health service in many communities.

State, county, or community departments of welfare (the name varies in different states) could help the families of both Esther and Mary. These departments take a part of the tax money of the people for just this purpose — to help the unfortunate in times of crisis. Sometimes they give this help in the form of clothing, food, and fuel; sometimes in money, but often their funds are insufficient.

The Children's Hospital

**SEAMEN'S FRIEND
SOCIETY**

**CHILDREN'S FRIEND
SOCIETY**

Floating Hospital

Peabody Home for Crippled Children

**Society for the Prevention
of CRUELTY to CHILDREN**

Fatherless and Widows' Society

**HOME
FOR LITTLE
WANDERERS**

The Children's Mission to Children

**The Industrial
School for
Crippled and
Deformed
Children**

EYE and EAR INFIRMARY

City MISSIONARY Society

The South End Day Nursery

**THE HOME FOR
INCURABLES**

**Home for Aged People
TRAVELERS AID SOCIETY**

Children's Aid Association

Industrial Home, Inc.

Lend a Hand Society

**The Home for Deaf Mutes
(Aged, Blind or Infirm)**

Family Welfare Society

COMMUNITY HEALTH ASSOCIATION

Central Sanatorium and Industrial Colony

Some of the private organizations which give help to persons like Robert and Mary, who need more money than they can earn, are

Churches	Legal-aid societies
Lodges	Salvation Army
Junior Red Cross	Volunteers of America
Boy and Girl Scouts	What others?

What a Boy or Girl can always do in Case of Trouble

Young people always have access to sources of reliable information — their teachers and principal. When any pupil is in doubt what to do to help solve a problem due to illness, unemployment, or any other misfortune, he can ask his teacher or principal for suggestions. Teachers and principals are busy people, and their chief work is to see that pupils are taught the things prescribed in the course of study; but a part of their task is to be helpful to pupils in every way possible. They know about the various organizations that are equipped to help; they know what mistakes to help pupils to avoid. They cannot solve family problems for their pupils; they can, however, give information that will be of real assistance. This is true also of the church which pupils attend. Clergymen and Sunday-school teachers can usually be helpful.

No one need feel humiliated to ask for information and advice. Most of the successful men and women whom you admire have had to turn to others many times for practical suggestions. The world owes you nothing but a helping hand; but it does owe you that.

Pupils' Activities

1. Find out the names of the principal *private* organizations in your community or state that could help persons who are ill or out of work. How would a person go about asking one of these organizations for their assistance?

2. Tell how some family overtaken by misfortune found a way out. Perhaps it used some of the following means:

- | | |
|---------------------|-----------------------------------|
| a. Taking roomers. | d. Preparing cooked food to sell. |
| b. Taking boarders. | e. Moving to a farm. |
| c. Sewing. | |

3. The following news item was copied from a daily paper. Discuss various ways this man could take to get out of his trouble. If he had collapsed in your town or city, where would he have been carried? What would have been done for him then? What kind of help do you think a community should give to persons like this?

Sept. 29. — Harold Frazer, forty-nine years old, a painter of 172 Highland Avenue, Portsmouth, left that city six weeks ago and came to New York to look for a job, leaving behind his wife and six children, he said. At the end of a fruitless search for employment he collapsed yesterday from starvation.

Frazer was sent to Fordham Hospital, where he was fed. A small purse contributed by sympathetic hospital attachés and Patrolman John O'Connor of Traffic D, who picked him up, was presented to Frazer. The painter said he had to give up his room four days ago and since then had tramped the streets without food or shelter.

The Special Problem of those who are Handicapped Physically

The troubles that are due to temporary illness or unemployment can all be cured in the course of time. But unfortunately there are troubles which neither time nor money can wholly cure. Some of these are deafness, blindness, a crippled body. What about people who have these handicaps? What can they do?

Succeeding by the Route of "Help Yourself"

In 1927 a blind boy who lived near a large city won a prize of one hundred dollars in gold as "the most deserving example of self-helpfulness" in the city. This youth, blind since he was two years old, had learned to read and to work with his hands in an institute for the blind in the neighboring city.

Because of this training he was able to support himself and to help his family also. He caned chairs, made baskets, and tuned pianos. Probably you and I would say that because he had so few pleasures he ought to have spent all his extra money in getting recreation. Instead of this, by means of the



A guide in one of our national parks. He is deaf and dumb, yet he works in winter at carving wood

kind of patient effort that most of us know nothing about, he did two remarkable things: he made a radio set for himself, and he started a savings account in a local bank. The money was a nest egg toward a small automobile truck, with which his brother could collect and deliver the chairs and baskets which he made. The hundred-dollar prize was added to this nest egg.

Helping the Handicapped by your Imagination

An important way in which you can help handicapped persons is through your imagination. Some-

where in England there is — or was a few years ago — a private school in which, as a part of the course of study, each pupil had to become for a few days, first a blind person, then a deaf person, then a lame person. On his blind days his eyes were blindfolded; on his deaf days his ears were filled with cotton or wax; on his crippled days one leg was bandaged, so that he had to go on crutches. The purpose of these days was to give each pupil experience in being handicapped

so that he would know something of the real problem of persons handicapped physically in some way.

Our schools are not arranged so that most of us can do this ; but every person can spend at least a few hours in imagining how it would feel to be sightless or deaf or crippled. True sympathy is based on understanding. You cannot be helpful to a handicapped person unless you understand his difficulties. You cannot understand without taking time to imagine yourself a handicapped person.

Helping the Handicapped Person to Help Himself

The second way you can be of assistance to a person like the blind prize-winner is by helping him to help himself. If, when he is young, a blind or crippled person never does anything for himself, he will always be helpless and hopeless.

It made the blind boy referred to above far happier to put together his radio set than he would have been to accept the present of a completed set. The person who helped him put the radio parts together was giving him the right kind of assistance. It often takes less time to do a thing for another than to teach him how to do it, but the latter is the greater service.

There are two things every handicapped person needs to do for himself :

1. Act, so far as possible, as if he were not handicapped.
2. Learn how to do some useful work.



A one-handed typist. He has learned to make one hand do the work of two

You can help in both these ways. Talk to a blind person as if he were not blind, to a deaf person as naturally as if his hearing were keen. Always remember that a person with a defect wants to forget it. He cannot unless you help him.



Government prints books in Braille to lend to blind persons. Braille is raised-letter type

The second thing that every person needs to do for himself is learn some kind of useful work. The blind and the crippled have the greatest handicaps to overcome. In most large cities there are special schools or classes for the blind; under these circumstances the only chance normal boys and girls have to help such persons is outside of school. In many communities, however, all the schools have been planned with only well, strong pupils in mind. If in such schools there are handicapped persons, every bit of assistance that you

can give them in getting their lessons, using the gymnasium, or learning a trade will be a help toward independence.

Pupils' Activities

1. Suppose that a member of your family or a friend should be blinded or crippled in an accident. Just what would you do to help? To answer this question requires careful thought and planning.

2. Have you ever tried to put yourself in the place of a person who is handicapped? If so, what did you decide you would try to do, and what should you want your friends to do?

3. We have said that persons who are handicapped want to forget their trouble as much as possible. Have you trained yourself to treat such persons as naturally as your well friends and acquaintances? If not, how can you do this?

Learning about the Helps that the Government and Private Organizations Provide

It may happen that although there are many handicapped persons in your state and even in your community, none of them lives where you can be of direct assistance. In that case you can help them indirectly by belonging to some organization which gives them assistance. The Red Cross and the Junior Red Cross are two of the best-known organizations of this kind. Most churches also have societies through which you can help in some way.

The following news item tells of another private society that assists the handicapped:

TO ERECT MODEL BOARDING HOUSE FOR BLIND WORKERS

A model boarding house for blind workers is to be erected by the New York Association for the Blind on First Avenue between Thirty-fourth and Thirty-fifth Streets, it was announced yesterday. The home is planned primarily to accommodate the blind workmen associated with the Bourne Workshop, the mop and broom factory run by the association. The contemplated structure, which will be completed in about six months, will have a sleeping capacity of almost one hundred.

Excellent as are all such organizations, the best means for helping a blind boy, a crippled girl, a gassed ex-soldier, is through the government. Your own greatest help is received from the public schools, the public libraries, the public athletic fields and parks. It is through similar opportunities that the handicapped need to be helped. This must be done through special schools or classes, special libraries and recreation helps, which must be paid for by the tax money of the people.

Helping the Handicapped by paying Taxes

In earlier chapters you have seen how important earning days are. Usually it is not until that time that you begin to pay back to parents and government what they have spent on you. Until then you may not be able to help provide schools and training for the handicapped.



A famous deaf and blind woman who has helped herself and thousands of others

The government uses tax money to help the handicapped in the following ways:

1. For aged, helpless people *special homes* are provided. Sometimes these are supported by the community, sometimes by the county or state. Ex-soldiers and ex-sailors are cared for by the national government in special homes or are given a pension by means of which they can be cared for in their homes.

2. For children and other young people who are blind there are *special schools*, usually supported by the state. There are not enough blind

persons to make it necessary for the state to conduct more than one or two such schools, and some of these institutions serve the people of more than one state. In many cases pupils live at the school until they finish their course.

3. For older blind people the state sometimes has *special schools* where they can learn to use books specially printed for the blind, and to do some kind of simple work like typewriting, making baskets, braiding rugs. Sometimes the state has special teachers which it sends into the homes of the blind to teach them to read and to do some kind of useful work.

4. Most of the states have libraries of *books specially made for the blind*. These books have raised letters which are read with the fingers. The state sends these books by mail to persons in any part of the state. Many cities also have a special department or room for the blind connected with their public libraries.

5. For deaf adults the government sometimes has special *lip-reading classes*. For deaf children it has special schools or classes. Sometimes the community supports these; sometimes the state.

6. For crippled children in some counties there are also special classes where they do regular school work and, in spite of their handicap, learn how to do manual work.

Pupils' Activities

1. Is there a school or library or workshop for the blind in your community? If so, find out how a blind person could use it.

2. If there is no school or library or workshop for the blind in your community, find out where the nearest one is. How would it be possible for a person in your home or community to be benefited by this?

3. What are the schools, libraries, private organizations, and government helps available to handicapped persons in your community?

4. Assume that your class is to form a permanent information bureau for handicapped persons so that you could answer all such questions as these: (1) Where can a man of fifty, recently blinded, learn to read Braille? (2) John Brown, a boy of sixteen, seems to be losing his eyesight. Where can he go to see whether anything can be done to save it? (3) What kind of work could a girl do who has lost her right arm?

Get together as much information as possible that would be useful to the people in your community.

5. What kinds of accidents are most prevalent in your community? (This will vary according to the location and chief industry of your community, as suggested by the following industries: farming, mining, foundry, steel mills, shoe factory, fishing, shipping, railroads, etc.). What helps are there in your community for persons injured in these occupations?

6. Get from your library copies of the "Life of Laura Bridgman" and the "Life of Helen Keller," and be able to tell how these women overcame their physical handicaps.

An Important Way in which the Government Helps

You know the old saying "An ounce of prevention is worth a pound of cure." The following jingle is only another way of saying the same thing :

EPITAPH

HERE LIES THE BODY OF JONATHAN GRAY,
HE DIED MAINTAINING HIS RIGHT OF WAY.
HE WAS RIGHT, DEAD RIGHT, AS HE RODE ALONG;
BUT HE'S JUST AS DEAD AS IF HE WERE WRONG.

In other words, preventing accidents is wiser than waiting until the harm is done. The government does both things. It cannot, of course, help a Jonathan Gray who is dead, but it can and does help those who escape death but are injured. It tries also to prevent these accidents.

Never before were railroads, factories, stores, and homes so well equipped with safety devices. Most states have passed laws requiring railroads, factory-owners, and other employers to install such devices to protect the workers. Fingers, arms, legs, eyes, are safer each succeeding year because of these laws. In some states there are laws called workmen's compensation laws, which require employers to pay damages for accidents which occur in their workshops. Employers soon learned that it was cheaper to buy expensive devices to protect their workers, to provide lighted stairways and other aids to safety, than to pay heavy damages for accidents.

The laws relating to safety devices on railroads are especially rigid. More and more railroads have been forced to run their tracks under or over roadways, to install automatic signals, to use all-steel cars, and to make countless other improvements to reduce accidents and injuries.

In your schoolroom you should be protected from fire by fire escapes. If the streets on which you must travel to and from

school are crowded, a traffic policeman is there to look out for your safety. In at least one state you are still further protected by laws requiring all automobilists to insure against injuring others. If drivers are careless, the insurance company withdraws the insurance. This reduces the number of reckless drivers.

Still another way in which the government has undertaken to reduce the chances of a person's being handicapped is through the amendment which prohibits the manufacture and sale of intoxicating liquors. Probably liquor has been the cause of more accidents than any other single thing.

Pupils' Activities

1. Ask some lawyer or business man if your state has a workmen's compensation act. If it does, try to find out what workers benefit from it.

2. Find out what are some of the laws of your state, and the ordinances of your community, which are intended to reduce automobile accidents. Intelligent owners of automobiles will know about them.

3. Give instances of the kind of injuries caused by persons whose senses have been dulled by liquor. How has prohibition reduced accidents in factories?

The Government tries to keep you from being Careless

The government realizes that only the utmost vigilance on the part of every person will keep bodies whole and useful. It therefore not only requires railroads and employers to protect their patrons and employees, but it teaches the people how to protect themselves. You have probably learned

1. How to get on and off a street car.
2. To look both ways before crossing a street.
3. What are the traffic rules to be observed if you drive an automobile.
4. How to prevent certain diseases which might result in blindness, deafness, or crippled limbs.

Pupils' Activities

1. Summarize briefly all the information you have obtained to date about protecting yourself from injury.

2. What caused the misfortune of the blind or crippled persons whom you know? Could it have been prevented if there had been stricter laws in regard to safety?

3. Show that handicapped persons are a community problem. If a community cannot solve this problem, it must call on the state. Show how the state can help to solve it. The problem of persons handicapped by war is so great that the nation must help to solve it. Show how the nation does this.

4. Think over what you have learned in this chapter. Does it suggest some occupation that you had not previously thought of taking up but which now appeals to you? A doctor, a nurse, a teacher, a social worker, have unusual opportunities for service. Do any of these now appeal to you?

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills:

HABITS

1. Looking a hard thing squarely in the face.
2. Care in getting on and off cars and trains, in crossing streets, in handling machinery and tools.
3. Thoughtfulness for handicapped persons.
4. What others?

ATTITUDES

1. Eagerness to help anyone in trouble.
2. Realizing that at any time serious trouble may come to you.
3. Cheerfulness and hopefulness in meeting the misfortunes that come to you.
4. What others?

SKILLS

1. Ability to think *through* every difficulty that comes to you.
2. What others?

SPECIAL WORK FOR PUPILS BASED ON CHAPTER XVI

Testing Yourself

Test I. Turn to Chapter VII and find the explanation of hopeless poverty. Then examine each case of poverty mentioned in the text of this chapter and tell whether or not it represents hopeless poverty, giving the reason for your decision.

Test II. Solving a problem means thinking it through. With your book open think through some one of the following problems, and give one possible solution :

1. A family of father, mother, three children. The father out of work, no money in the house and little food. The youngest child becomes feverish and is apparently very ill. What should be done?

2. A blind person who lives in the country wants to learn how to read books printed in Braille. What should he do?

3. A man with a wife and with children fourteen, twelve, and eight years old has incipient tuberculosis. He has \$2000 in the savings bank. What should the family do?

4. Ellen —, aged thirteen years, has been crippled by infantile paralysis. It is possible that special hospital treatments could help her, but she lives in a small town which has no hospital. Her aunt will give whatever money is necessary for the treatments. How can Ellen's parents find out what to do?

5. A boy who is becoming deaf has not been able to do good class work and fails to pass into the eighth grade. What should he do?

6. A boy who is in the last year of high school suddenly develops lung trouble. What should he do?

Test III. Choose one of the problems indicated below. List the pages in this book which give you information about this problem. Quote the relevant statements. (*Relevant* is a word that you will need often when you are organizing material for a report. Be sure you

understand its meaning and that you add it to your working vocabulary, as well as its opposite — *irrelevant*.)

- What government can do to
- 1. Prevent poverty.
 - 2. Help poor people.
 - 3. Give assistance to the sick.
 - 4. Educate the blind, crippled, and deaf.
 - 5. Prevent accidents.

Test IV. In what kinds of trouble should you consult doctor, lawyer, clergyman, banker, school principal, board of health, Sunday School teacher, Red Cross, board of charities, policeman? Why?

Test V. In Chapter VIII we saw that war is one of the great hindrances to prosperity. It is also one of the chief causes of such misfortunes as blindness, crippled bodies, tuberculosis, and other diseases. The bill that the government each year pays for the care of persons injured in war, or in pensions to those who are disabled, would pay the public-school bill of the nation. Take this opportunity to remind yourself of all the terrible consequences of war. Can you think of any advantage that offsets these disasters?

CHAPTER XVII

THE PROBLEM OF PLAY

Why Fourteen-Year-Old Helen was Old

In Chapter XVI you read about the help that a newspaper gives each year to some of the neediest families in the city. Here is one of the cases that is a little unlike most of the others:

SHE DIDN'T KNOW HOW TO PLAY

Helen, fourteen years old, did everything wrong and was laughed at when she 'tried to play with other girls her own age. She ran out of the room sobbing. Nothing could induce her to face them and make another attempt to learn to play.

"I didn't know how to play with them. I have always had to work," she said. Helen and her four younger sisters had been rescued from a shack where they were without food much of the time and suffered cruelly. The youngest of the children has never known any mother except Helen. The other children are now being taken care of. But Helen is tired, worn-out, unattractive. She needs much care and sympathy before she can learn the art of playing. At fourteen she is suffering from old age, and it is going to be difficult to bring back childhood or girlhood.

Amount needed, \$400.

If you compared Helen with Robert, Esther, and Mary (see pages 289, 293), perhaps you would not think her problem a very serious one. But if you stopped to think out Helen's life day after day, you would hope that someone would surely give the four hundred dollars needed to help her. When you look back over the last year and count up the hours of fun and play you have had, you may be able to realize what Helen had been missing for years.

What is Play?

There are various names for play — recreation, diversion, sport, entertainment. Perhaps you will think of others. Any activity which pleases and stimulates might be called play. To Thomas A. Edison work is play. There is nothing that he enjoys more, — nothing that pleases and stimulates him so



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Music was play to these boys, although there were many obstacles to overcome. What were some of the obstacles?

much. But there is a form of real play that he turns to at times. With Henry Ford and several other friends he sometimes goes far into the woods to fish and tramp, and to talk before the brush fire at night. Here he gets rested, and inspired to go on with his important work. To the famous aviator, Charles Lindbergh, flying was play; but on one of his long trips he was glad to get off into an isolated section of Central America to hunt. To many people, playing their favorite selections on the piano is play. To many business men, driving an automobile is play.

Everybody Needs Play

Whether we know it or not, we all need play. This is especially true of young people; for play is training, just as study and work are. Some people have the idea that only the things they do not like are good for them. This is not true.



A dangerous but fascinating kind of play — mountain-climbing

But if any pupil wants to shirk all hard things, he must avoid games and sports; for there are difficulties in mastering every one. As you saw in Chapter IX, in 1927 a seventeen-year-old boy accomplished what had never been done before: he swam from Catalina Island to the California mainland. Swimming was play to him. But learning to become an expert swimmer had not been play — month after month there had been hours of practice swimming which required all his strength.

Play trains the body and the mind. Helen's body was only partly trained; so was her mind. She could work from morning till night, but this hard work made her body tense and awkward and filled her mind with fear. She needed to rest until her body relaxed, and then to play games that would give her ease.

So important is play to all human beings, but especially to young people, that the home, the school, clubs, and the government try to provide opportunities for it.

Pupils' Activities

1. Find out by observation or by asking questions what games are most popular with the pupils of the different grades in your school. What do they do at home or away from both school and home? How do these games help them?

2. Tell how the play or recreation of the pupils of your school helps the body and trains the mind.

3. Name some of the ways in which the adults in your community play? Discuss these in class.

4. When can a person get the right kind of recreation from moving pictures?

Workers and Play

One day in 1926 a Chicago boy who had left school tried to commit suicide by inhaling gas. When, at the hospital, the police inspector asked him why he wanted to take his life, he said: "It's like this. If I don't work I starve, and when I do work I don't earn enough money to have a good time. And if I did earn enough to have a good time, there would be no time to have a good time." This boy's complaint was that to earn enough for board, lodging, and clothes, and still have money left for recreation, would take so many hours that there would be no time left for pleasure. He worked as a baker's apprentice from six in the evening till half past seven in the morning. He was not required to work so many hours, but did it to earn extra money.

The newspaper which reported this incident did not tell us what advice the police officer gave to the young man. But here are a few of the things the officer might have said:

1. Most of the richest and all of the most successful men have had to work as hard as you are working now. At first they did not have "time to have a good time," but they saved their money so that after a while they could get into work that would be more congenial and more profitable.

2. There is always a shortage of *good* cooks and *good* bakers. If a person is patient, some way up and out is sure to come to a good worker in these lines.

3. There never was a time when greater opportunities existed in the "food" occupations. Once a boy has mastered baking and cooking, he can secure work in a lunch cart or a restaurant where the pay is better and the hours are not so long. Many a prosperous little restaurant or lunch cart is today owned by a man who as a boy washed dishes and peeled potatoes in somebody else's restaurant. The vice president and part owner of a great chain of restaurants once washed dishes for twenty-five cents a day.

4. You can have a good time, no matter how many hours a day you work, provided you keep your health. Of course, while you are working evenings you cannot go to evening theaters and concerts. But every worker has at least one day off, which he can plan to make so enjoyable that it will make up for all the others. In addition to this day, you have several hours every afternoon in which you could do many interesting things. Be a sport. Find a man's way out, not a coward's.

The real trouble with this boy was that he was not willing to adjust his pleasures to his time, but wanted to adjust his time to his pleasures.

Pupils' Activities

1. Discuss this last sentence.

2. Imagine that you are this boy, working from 6 P.M. to 7.30 A.M., with two hours off, one from midnight to 1 o'clock, the other from 4.30 to 5.30. How would you plan your twenty-four hours? Allowing a half-hour to get to and from the place of work, *make out a whole day's schedule.*

3. What are some of the ways in which the people of your community who work all day get recreation evenings, Saturday afternoons, and holidays? Which of these do you think *yield the most real profit and pleasure?*

4. Suppose that you are to test various kinds of play according as they

- | | |
|-----------------------|---|
| a. Exercise the body. | e. Provide fun. |
| b. Train the mind. | f. Bring you in touch with congenial people. |
| c. Relax the body. | g. Provide opportunity to excel in something. |
| d. Relax the mind. | h. Appeal to the imagination. |

How would the forms of play that are open to you be rated if tested by the eight qualifications given above, each item having a value of $12\frac{1}{2}$ points? Copy into your civics notebook the tests of the three forms of play which interest you most.

Why Play is Valuable

All real play consists in "doing certain things to overcome certain obstacles." Golf is a game which consists in getting small balls into certain holes with the fewest strokes. To take a ball in your hands and drop it into first one hole and then another is not golf. To make a true game out of the simple act of dropping balls into holes, obstacles have to be created for the players. The holes are made in land where there are humps, ponds, woods, and rocks, so that the player must be skillful enough to avoid losing the ball in the water or among the trees or rocks. Then the rule is laid down that the player shall not touch the ball with his hands. He can strike it only with a certain kind of club.

The more obstacles there are in any game, the more skill is required to play it, and the greater is the desire to excel in it. Tennis is so difficult a game that when experts play it in tournament, hundreds of people pay high prices to watch them. It is the same with hockey, football, and baseball.

Games like these are one form of play. In these each player tries to do certain things better or more quickly than the other players. There are many forms of play in which this element of "beating" is usually absent. Swimming, rowing,



There are obstacles to overcome in most kinds of play



Many kinds of sport develop the spirit of coöperation so necessary for success of every kind. In the wall-scaling contest two teams try to get their players over a high wall in the shortest time possible. Without instant and complete coöperation this feat is impossible. The illustration shows one team in action

and mountain-climbing are usually play but not games. There are obstacles, however, in even these activities. The tides, the salt of the ocean water, the cold — all are obstacles to be overcome in swimming. There are corresponding obstacles in rowing and mountain-climbing.

It is the "obstacle feature" of so many different kinds of play that makes them valuable training. Probably the pleasantest sensation that ever comes to a person is that of mastery. A person who has succeeded in a difficult game has acquired the habit of mastering difficulties. To know that you are expert in skating, swimming, playing hockey, or any other sport will give you such a feeling of pride and joy that ordinary pleasures will seem tame by contrast.

Pupils' Activities

1. Select one of the following games (or some other not mentioned here), and list the chief obstacles that are set for the player to overcome: croquet, baseball, football, tennis, squash tennis, soccer, basket ball, golf, hockey, polo, cricket, fox and geese, backgammon, checkers, chess.

2. If you have become expert at any game, tell how you accomplished this.

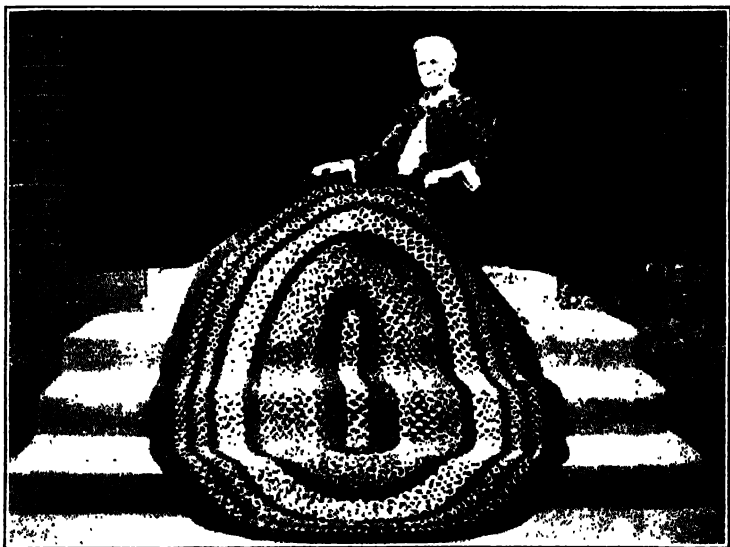
3. Discuss in class the question When does play become work?

Even Handicapped Persons must Play

So important is play that educators insist that even handicapped persons shall have the pleasure and profit that come from it. A daring kind of sport for the blind was successfully tried in a Philadelphia school. A track was equipped for races and other field sports. Lanes were roped off so that the runners should be guided by holding rings which slipped along the ropes. When they reached the finish, they ran into suspended strands of rope.

Henry Fawcett, one of England's famous men, was blind from the time he was twenty-five. An accidental shot from

his father's rifle during a hunting trip had brought instant blindness. Almost the first words that he said when his father reached him in an agony of grief were, "This shall make no difference." No braver words were ever said. He meant that as far as possible he would conduct his life — work and



Braiding rugs was one form of play that this woman engaged in. This kind of play also brought money to her

play — as if he were not blind. True to his promise he became an expert horseback rider and took up every kind of sport open to a normal human being. And because he had the courage to make himself play, he had the health and zest to make a success of his work. He became postmaster-general of England and one of the nation's leaders.

Pupils' Activities

1. If there are any special schools or classes for the handicapped in your community, find out what kinds of play these teach or encourage.

2. In every community there are handicapped persons. Find out how one or more of these get recreation and pleasure.

3. What does the government provide in the way of recreation opportunities for these people?

Finding Play Opportunities for Yourself

Since the lack of play can make a young person as wretched as the Helen described on page 309, and the right kind of play can help a person to overcome such obstacles as blindness, it is important that you should plan your time so as to provide for play. Here are a few activities which, managed rightly, will become play of the best kind. Perhaps in the whole list you will find only one thing which you can take up now. Whatever it is, plan to get all the pleasure and profit possible out of it.

1. Learning to play some musical instrument, and joining a school orchestra (or a Sunday-school orchestra, or a community orchestra organized by yourself and friends). Pupils' bands and orchestras have sometimes become so expert that they have secured opportunities to give concerts in various communities. Belonging to a good orchestra opens the way to much future pleasure. Most colleges have glee clubs and orchestras which each year make a concert tour. If you are going to college, it would be worth your while to begin now to "make" the college orchestra or glee club.

2. Making sketches in charcoal, pen and ink, oil, or water colors. In the winter of 1926 a young school girl who had been living for several years in Arizona, near the Pueblo Indians, exhibited in New York City pictures of Indian life which she had painted. Painting had been her play; for she had had school and home duties like other young people.

3. Making and operating a radio set. One has not mastered this activity until he has learned how to adjust and keep his set in good repair. The test in making this a true means of play is planning one's study and home work so that there will be time to listen to the best lectures and concerts.

4. Becoming an active member of the Girl Scouts, Boy Scouts, or other similar organizations. This will be a mixture of play and work,

but chiefly play of the very best kind, since there is a progressive series of obstacles to be overcome.

5. Learning to use and repair an automobile. If your family owns an automobile, perhaps you can win the confidence of your father to the extent of being permitted to learn how to operate it, how to put on a new tire, how to grease it, etc. This will be play with plenty of obstacles, especially if you insist on doing thorough work.



Outdoor camping is a kind of play that makes pale cheeks glow, dull eyes brighten, and tired brains revive

6. Learning how to operate a sailboat, a rowboat, or a motor boat. This means studying its mechanism, — perhaps buying an old one and fixing it up.

7. In recent years it has been the vogue to make models of the old-time sailing vessels to use as ornaments for the home. One mechanically minded boy said that this was “exquisite pleasure.”

One day a newspaper announced that a high-school boy “Rides into Massachusetts Institute of Technology on a Clipper Ship.” A high-school pupil had made so perfect a model of the clipper ship called *Flying Cloud* that it had won high praise from an expert in naval architecture. This came to the attention of the Institute, which arranged a scholarship in naval architecture for this boy. He

had been making toy ships for pleasure since he was four years old. "He had studied and sought material in various naval museums for almost a year before building these famous clipper ships, the *Staghound*, the *Constitution*, and the *Flying Cloud*."

8. Skating, playing hockey, snowshoeing, and skiing are open only to young people living in the Northern states. Arena ice-skating and



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Sketching was play to this thirteen-year-old girl

hockey-playing are possible in a few large centers in warm climates. Whatever other forms of play a person takes up, he should not fail to master one of these exhilarating sports, if he lives in the right climate. Skiing is the most exciting and the most difficult. Expert skating comes next. In all of them there are obstacles to overcome.

9. Football, baseball, cricket, and basket ball are not for all young people; but some of the most exciting kinds of recreation and some of the best training are to be had through these sports.

10. Tennis outdoors in summer, and squash tennis indoors in winter, are possible for many pupils. A first-class tennis court

may be out of the question; but usually an open space can be found somewhere in the neighborhood. In large cities there are courts in public parks or playgrounds.

11. Raising and training pets has been the only form of play available to many country boys and girls. But this is a form of pleasure that excels almost any other. To have the sole care and use of a horse or a dog trains a person in patience and kindness, and leads to such pleasures as horseback riding, driving, jumping, hunting, mountain-climbing. To train a horse in the various gaits and to perfect obedience requires great skill.

12. Collecting stamps, flowers, pictures of famous men, items about prominent persons, books on a certain subject, and the like can be made a form of play. A person should not start a collection merely to do what someone else is doing, but because he is genuinely interested in the thing he is to collect.

How the Government helps to provide Opportunities for Play and Recreation

Government assistance in providing opportunities for play and recreation is given through

1. Schools.
2. Libraries.
3. Public playgrounds, tennis courts, etc.
4. Parks and swimming pools.
5. Community centers.

It will be a simple matter to determine just what the government provides in your community. In one city of twelve thousand inhabitants these were the opportunities available to school pupils:

1. Basement gymnasium in school building.
2. Tennis courts, baseball diamond, open field, and small pond for skating in public park.
3. School library, open till five o'clock every school day.
4. School orchestra and glee club, open to any pupil who could qualify. School music, and music room available to qualified pupils.
5. Public library, open every afternoon and evening except Sunday. The best magazines and books available.
6. Hall in library basement, available for school clubs.
7. Lectures on travel and other subjects, given in the library from time to time.
8. Municipal radio, in bandstand during summer and in community house during winter. Interesting political speeches and concerts heard over this.
9. Big stretch of natural woods owned as a public park by the state. Open to anyone for tramping, rowing, snowshoeing, etc.
10. National park thirty miles away, with free tourist camps open to motorists during certain seasons.



Traveling to interesting places is a kind of recreation for which you will want to save your dollars now

Some of such opportunities for play and recreation are provided by the community government, some by the state government, and at least one by the national government. The following departments and officials are likely to be concerned in helping you to get play and recreation :

In the community { school department
public-parks department
public-library department

In the state { park commission
highway commission
department of education
forestry department or bureau

In the nation : national-park service (Department of Interior)

Pupils' Activities

1. Make as complete a list as possible of the opportunities open to you for getting exercise, recreation, and play. Include your back yard

(if you have one), any indoor apparatus and tools which you have, as well as all the opportunities outside the home.

2. Indicate which of these are provided by the government and which by private means.

3. In the case of those provided by the government find out how the money for them is secured and who are the officials that have the responsibility for spending it.

4. Make out a list of the different kinds of "playing" which you have done in the last week; during the last short school vacation; during the last long summer vacation. Show whether the government provided any of the means for this play, and, if so, how. Be able to explain what benefit, as well as what kind of pleasure, was obtained from each kind of play.

5. If you could attend an ideal school, and live in an ideal home and community, just what opportunities for play should you expect to find there?

6. What were the benefits to be derived from the kind of play described by this Boy Scout? What were the obstacles that had to be overcome?

A friend of mine and I (Bill Cox now speaking) struck out across country about noontime. We climbed fences, scaled walls, jumped streams, and walked up and down hill until at last we found a suitable camping spot on the Gunpowder River.

My pal noticed that his watch had stopped; and as we wanted to know the time, we drew the face of a clock on the ground, with figure 12 pointing north. Then we stuck a stick in the center of the circle, and by its shadow found it was 4.15.

For supper we cooked a steaming pot of cocoa, which with camp-fire-cooked bacon sandwiches made a fine meal. After supper we tracked a possum for a mile along the river bank, and saw some rabbit and raccoon tracks. As a sort of game on the way back, we tried to recognize as many different kinds of trees as we could. We arrived home from our twenty-mile hike at 8.30.

7. What information as well as pleasure might you gain from collecting (1) stamps, (2) pictures of prominent people, (3) flower specimens, (4) autographs?

8. Now that you have been considering play of many kinds, you can understand what Helen (see page 309) needed. Tell about it.

Looking Back to Earlier Chapters

You saw in Chapter XI that one of the things school life is preparing you for is associating with others. You mingle with others in school, in church, and in various games and forms of recreation. There is no better way to practice getting on with others than to play with them. In play one has opportunity both to lead and to follow. One must learn to be both a good loser and a good winner. One must know how to coöperate.

Play, therefore, is one of the important parts of your training. It is your task to get all the play possible without neglecting school or home duties. It is the task of the community to make it easy for you to get opportunities for the right kinds of play.

You saw in Chapter I that you have a debt of service to pay the older people of your home and community. One act of service that you can all render is helping them to "play," — that is, to have a good time. Many adults can enjoy golf, tennis, rowing, and many other sports and games. But there will be many others who cannot indulge in these activities. They need play of some kind, however, even if they are house-bound or bedridden. Perhaps to them play will come through the radio, interesting books and pictures, automobile rides, chats with friends, knitting, carving, or some similar quiet activity. No one can tell you in advance how to help an older person to play. You will have to think this out for yourself — it is one of your problems.

Pupils' Activities

1. Think of some older person whom you could help to have a good time. Do not name the person, but tell what you would do.
2. If you were to entertain several friends some evening this week, how would you plan to give them a good time?
3. If your mother were to entertain friends at dinner and for the evening, what could you do to help in entertaining them?

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills.

HABITS

1. Playing when you play, working when you work.
2. Trying to gain mastery of some kind of play.
3. What others?

ATTITUDES

1. Willingness to coöperate.
2. What others?

SKILLS

1. Ability to play enthusiastically.
2. Ability to lead in devising and suggesting games and good times.
3. Knowing how to be a good loser.
4. What others?

CHAPTER XVIII

THE PROBLEM OF WINNING HEALTH

Winning Health through Play and Other Means

In the preceding chapter two kinds of play were mentioned. One kind, like tennis, rowing, golf, requires active exercise; the other, like making toy boats, using a musical instrument, requires little physical exercise and no outdoor activity. All true play provides relaxation, but only certain kinds develop the body. Young people still in school need both kinds, but especially that which develops lungs, muscle, and physical endurance. Perhaps older people realize the value of exercise more than the younger folks, — at least Herbert Hoover did, when Secretary of Commerce, as this newspaper item shows:

**DON'T FORGET TO PLAY,
HOOVER WARNS BOY — BUT
LAUDS SPARE-TIME WORK**

WATERVILLE, ME., Feb. 7 (AP). — "Don't forget to play," was the message sent by Herbert Hoover, Secretary of Commerce, to a schoolboy in Waterville, who had told him how he made toys during his spare time.

William Kierstead, a student at the junior high school, is the proud possessor of the letter. The letter was in reply to one written by Kierstead in the course of correspondence being carried on by pupils in the English classes in junior high school.

Secretary Hoover replied:

"The best way to economize in school is to utilize your time well.

"I am glad to hear that you have been making toys during your spare hours. It is very commendable for a boy of your age to be utilizing his time in that way. But don't forget that play is a real part of human life and that it is the domain of boys — for it diminishes as you get older."

Hoover did not mean to say that making toys could not be play. Such work was play if the boy got pleasure and recreation from it. But toy-making did not give him sunshine, sufficient exercise for legs, arms, and body muscles, and the



A picture of perfect health — eagerness, hopefulness, sunshine, exercise, good food. (Courtesy of the Burlington R. R.)

exhilaration that comes from the mastery of physical stunts. He needed both. If one kind of play had to be sacrificed, it should have been toy-making.

Whether you are to be strong or weak, healthy or ailing, so medical science says, is largely determined long before you leave school. The chances are that a boy or girl who leaves school with poor health has a handicap that will be carried through life. If you could have the names of a hundred men and women who left school twenty years ago, and separate them into two lists, — failures and successes, — you would

find that a large majority of those who were to prove failures did not have strong, well bodies when they started out.

If you fail to master arithmetic or history or physics in school, you can learn these things in after years. If you fail to make your body strong during school years, you may never be able fully to remedy this. Much can be done, of course. Many boys know what Roosevelt and others accomplished. But what Roosevelt did was an expensive, time-consuming task. Not all of you have fathers who would be financially able to help you as Roosevelt's father helped him.

To make the most of your present opportunities for getting health and developing your body, you need to find out just what these opportunities are. And if you discover that only a few opportunities are open to you, you will want to think out ways to overcome this lack.

Pupils' Activities

1. Be able to tell what Roosevelt did to gain health. How much do you suppose this cost?

2. Do you know of any person about your age who is now fighting to gain health and strength? If so, tell how it is being done.

3. What does your doctor or school nurse say are your physical deficiencies? What are you doing about these? What more could you do?

How School helps you to win Health

The courses in hygiene and physiology help you to understand your body and give you the chief rules for keeping it in good order. Here are some of the rules:

HEALTH RULES

Plenty of sleep in a well-ventilated room, and preferably one into which the sun pours during the day.

Regular hours of sleeping and eating.

Avoiding eating between meals.

Taking regular exercise.

A daily sponge bath, and a tub bath at least once a week.

Scrupulous care of teeth — cleaning once or more each day, and going regularly to a competent dentist.

Scrupulous care of hands and nails so that germs cannot be carried by them to nose and mouth.

Care never to drink from the cup or glass used by another person, never to use a public towel, and to avoid remaining in an overcrowded or overheated room where the air is impure or oppressive.



Out of thousands of boys and girls tested for health in 1927 these were the prize-winners

Learn how to sit and stand correctly.

Drinking several glasses of clean, cool water every day.

Eating wholesome food, with moderate amounts of sweets and plenty of milk, eggs, vegetables.

Avoiding hate and anger, which hinder digestion and create poisons that injure the body.

Having eyes and ears examined, to make sure that there is no defect in sight or hearing.

Cultivating contentment, eagerness, and enthusiasm, which help the body to do its work quickly and easily.

Your textbooks explain how and why these rules should be observed, and probably your school furnishes some such opportunities for exercise as these :

1. Games and athletic sports on playground or athletic field.
- * 2. Drill exercises in school hall or classrooms.
3. Exercise with apparatus in school gymnasium.

Whether you enjoy it or not, you should take up some form of regular exercise offered by the school; for it is usually more profitable to exercise with others than by oneself.

Pupils' Activities

1. Rate your school building and grounds with regard to the following points :

- a. Location with reference to sun.
- b. Location with reference to soot and smoke.
- c. Location with reference to noise.
- d. Drainage of school yard.
- e. Plumbing arrangements.
- f. Pure drinking water and sanitary drinking arrangements.
- g. Opportunity for outdoor play.
- h. Opportunity for indoor play and exercise.
- i. Luncheon supplies.
- j. Proper place for eating luncheons.
- k. Library — light, seats, cleanliness, air.
- l. Recitation rooms — light, seats, cleanliness, air.

2. By rating your school in the respects listed above, you have had practice in observation and have learned what are the health facts about your school. But this knowledge will do no good unless it is used. How can your class use this knowledge? Of course, the purpose of using it would be to remedy some of the defects (if you find any). If possible do some one of the following things (or something else that seems to meet the situation better) :

- a. Discuss the ratings made by different pupils. Select the one that seems the most accurate, put this in the best possible shape, and send it to your local paper, if your principal approves.
- b. Make a neat copy of the rating finally decided upon by the class and tell your parents about it.
- c. If your community has a parent-teachers' association, send a copy to this organization.

d. Prepare suggestions to be made to your school board (or whoever is responsible for making improvements in your school). By means of a petition or posters, prepare suggestions for the voters.

3. Make a list of other ways in which your school helps you to become healthy or to keep your health.

How the Home helps you to win Health

The right kind of home can do far more than the school to build up rugged health. Usually school is in session only thirty-six weeks in the year and only five days a week. Many homes, unfortunately, are more of a hindrance than a help. Poor food, lack of sunshine, too much or too little heat in winter, lack of bathroom facilities, often make it difficult for pupils to use in the home the health knowledge that they have gained in school.

The most valuable thing the home can do for you is to make it easy for you to follow the health rules listed on page 328. These rules are the minimum essentials for winning health. It is especially important that the home provide opportunities for exercise. These may be in connection with home duties or chores -- chopping wood, tending the furnace, shoveling paths, mowing the lawn, working in the garden, sweeping, washing floors. Or they may be through an improvised home gymnasium in the attic, shed, or garage, in which Indian clubs, punching bag, fencing foils, and other apparatus have been installed.

A home with enough land for tennis or other outdoor sports is certainly a home of luxury. Except in small towns and in the country such homes are rare indeed.

How the Government helps you to win Health

Of course, whatever the public school does for you is really to the credit of the government, for the public schools are owned and managed by the government. Even the help that

private schools give young people is partly due to the government ; for there are laws in most states requiring all schools, whether public or private, to teach hygiene and to provide playgrounds and regular gymnastic exercises.



What connections do teeth have with health?
Would you like to live in a community that
had no dentist?

Besides the help provided by schools, the government gives opportunities to develop health through public playgrounds, athletic fields, parks, beaches, municipal baths, and gymnasiums.

The Greatest Aid to Health

If you had to answer quickly the question "What is the greatest aid to health?" what would you say? "The doctor"? "The board of health"? "Exercise"? None of these is correct. Science is the greatest aid to health, or, to put

it more interestingly, the scientists. The chemist and the bacteriologist are the hope of the sick and the ailing today. By means of their science they have studied foods of every kind, they have tested drinking water and milk supplies, they have analyzed the human body, they have watched the effect of food, drink and germs on the body. By means of powerful microscopes and as the result of thousands of experiments, they have taught us what to eat and what not to eat, what to drink and what not to drink, and how to eat and drink.

Science has learned these things, and the government is trying to help the people profit by this knowledge. This the government does chiefly by

1. Making sure that the people have plenty of pure drinking water.
2. Making sure that the milk supply is pure.
3. Making sure that meats, vegetables, and canned foods of all kinds are pure.
4. Seeing that garbage is not left exposed.
5. Seeing that all sewage is disposed of properly.
6. Seeing that people ill with diseases that can be communicated are quarantined.
7. Seeing that vessels from foreign countries do not bring diseases.

These things are usually accomplished by such government officials or bureaus as the following :

Local and county departments which provide the *water supply*.

Local and state boards of health, which test water and milk supplies; inspect markets, bakeries, and restaurants to see that the food is pure and clean; and investigate contagious and all unusual diseases, to prevent their spread.

Dispensaries and hospitals for free or inexpensive treatment of all kinds of ailments. Some of these are under local government officials, and some under state officials.

Departments which provide for the *collection and disposal of garbage and other refuse* and the *disposal of sewage*.

State medical board, which *examines physicians and druggists and makes rules for nurses*, with a view to preventing inefficient persons from injuring the public health.

National health officials (bureau of Public Health Service), who *investigate the causes and sources of diseases* and spread this information among the people. Other government health officials (Bureau of Chemistry and Soils) who *test foods* to see that the Pure Food and Drugs Act is not broken.

Pupils' Activities

1. If you could buy or build exactly the kind of home you would like, where would you locate it? Why? Draw rough plans of the kind of house and yard you would have.

2. Rate your home according to the following list, and copy the result into your civics notebook (this is to be shown only to the teacher).

- a. Location with reference to sun and shade.
- b. Location with reference to soot, smoke, factory fumes (or other disagreeable odors).
- c. Location with reference to noise.
- d. Size of yard.
- e. Plumbing and sewer arrangements.
- f. Water supply.
- g. Opportunity for outdoor play and exercise.
- h. Opportunity for indoor play and exercise.
- i. Ventilation.
- j. Artificial heat.
- k. Bathroom facilities.
- l. Care of garbage and refuse.

3. If you have found your home deficient in certain health respects, tell which of the following persons or organizations could remedy the defects :

Owner of house	Department of health
Street department	Family
Zoning board	Neighbors
Public works department	

4. Some of the things which may affect the health of a family are

- Lack of cleanliness, especially in the care of food
- Leaking gas
- Carbon monoxide
- Backing up of sewer gas from defective sewers
- Flies
- Mosquitoes

Tell how each of these can injure the health; how each can be guarded against.

5. Make a list of the most important health officials and agencies in your community. If you live in a large city, perhaps the work should be done in groups and the lists be combined in class.

6. Enormous sums of money are spent each year for doctors, nurses, and medicines. Why is health such an important matter? Do you think a person's desire for health would depend on how much he could find to enjoy?

Two Important Ways in which the Government helps you to gain and keep Health

In a preceding exercise you have made a list of some of the ways in which the government helps you to gain and keep health. Perhaps you failed to think of the two that are most important:

1. Compelling all young people of certain ages to attend school.
2. Preventing so-called child labor.

Compulsory-School-Attendance Laws

All states have laws requiring children of certain ages to go to school. Your teacher or your principal will have your state law written in a conspicuous place on the blackboard. The exact wording need not be given — just the main facts.

It is because of this law that many of you are in school today. Some of you would be there anyway; for you are anxious to get the best possible preparation for continuing on into high school and into college. Some of you, however, would be at work now if it were not for this law.



Every community needs access to a good hospital. Where is the hospital nearest to your home?

But what has this to do with health? Three very important things:

1. Because you are in school, you are now studying about the body and its care. All the necessary rules of health you can learn in school.
2. Because you are in school you are spending several hours of the day in a well-ventilated building where you are taught correct posture and simple health-bringing exercises and games.
3. Because you are in school you are now leading a regular life — to be punctual at school and to conform to school rules, you must have your breakfast and lunch or dinner at regular hours. You have relaxation and exercise at regular times — at recess and after school. Regularity is one of the greatest helps to good health.

In addition to these three ways of getting health benefit from school days, many young people are fortunate enough to attend school in a community which provides free school inspection of eyes, ears, teeth, and throat by a school physician and nurse. Thus many sick spells are avoided.

Pupils' Activities

1. What have you learned in school this year or last about building up health? Make a simple outline of the chief facts.
2. If your class or school has "setting-up exercises," find out (in case you do not already know) what each exercise is supposed to do for your body.
3. If your school makes no provision for either indoor or outdoor exercises, what might it do? What would be necessary to bring this about?
4. Make believe that you have the privilege of preparing for your local newspaper an article entitled "More Health for our School Pupils." Your purpose is to let the townspeople know, in an interesting, "snappy" way, what your school lacks. Write such an article. Copy this into your civics notebook.

Government helps you through Child-Labor Laws

According to the terms of the different state laws, all young people are children until they are sixteen, seventeen, or eighteen. In some states you cannot do any kind of work that

will prevent you from going to school a specified number of weeks unless you are over sixteen years of age. During vacations and after school hours you cannot do night work or heavy work or engage in certain occupations. Even if you do not have to go to school, you cannot engage in factory work or certain other occupations until you have reached the legal age. All states have such laws, called child-labor laws.



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Getting fresh air and sunshine so as to arrest tuberculosis which has threatened his health

From what you have learned by reading and study you already know about the benefits that come from these laws. Your bodies will be growing and developing until you are eighteen years old or over. It takes a lot of fresh air, sunshine, and food to push your body up inch by inch and to make your muscles hard and firm. If you are working eight hours a day in a factory, or even in a home where you do not get enough fresh air, exercise, and sunshine, your body will not develop properly. Even if as a factory worker you are lucky enough to have sunshine, fresh air, and exercise, you would spend so many hours at monotonous work that

too much of your strength would go into that and not enough into making your body tall and strong.

You need a few hours of active, hard work each day, but not eight or nine hours of the kind that you would get in a store, a factory, a mine, or a field.

Pupils' Activities

1. What kinds of work are forbidden to the children of your state? Enter these in your civics notebook.

2. Who enforces child-labor laws in your state?

3. Compile a list of all the kinds of work that you and the other pupils of your class are now doing or expect to do after school hours, on Saturdays, in vacations. Are all of these employments legal for them? To engage in these, do you have to get permission from any government officials?

4. Have a half-hour class debate on the question "*Resolved*, That young people should be allowed to leave school to go to work when they have finished the eighth grade."

5. Dramatize or write a narrative of the following home scene: It is supper time; the father, the mother, Robert (fourteen), and Henry (twelve) are eating, when the truant officer enters to see why Robert and Henry have been out of school for a week. Robert has been working in a store, the mother has been ill, and Henry has stayed out of school to help with the housework. Find out what your state and city or town laws would require in a case of this kind, and have the conversation show what this is.

Sometimes Everything depends on Health

It is sometimes difficult for young people to understand the importance of health because they have not yet had their health put to the test. School days do not always put a great strain on health. Often it is only when a person is faced with the necessity of long hours and weeks of work in a position in which he must compete with hundreds of others that the test comes.

Although young people may not realize how much of their future success and happiness depends on health, they know that some of the world's most useful men have had rugged, well-trained bodies. Dan Beard, the Boy Scout leader, has told the following about Washington and Lincoln. You already know these facts about these two great Americans:

... both these men were physical giants. Each was over six feet tall; each was athletic; each was an outdoor man. These two men would have been at home anywhere they might be cast in the wilderness; together they could have hewn a trail for themselves; they could have loaded their table with a bounteous supply of the best of game; they could build flatboats; they could build rafts; they could carry the pack . . . they were woodsmen; and they won the respect of all who knew them. Washington could ride bucking wild horses, and would have won honors in a rodeo had such things existed in his day.

Your reading of the lives of these men has shown you that the play and exercise of their boyhood days helped make them giants of power.

Pupils' Activities

Make a list of ten of the nation's "great" men and women, either those who are now living or those who are dead. Find out something about their health equipment. If they had unusual health, how did they profit by it? If they were physically handicapped, how did they succeed in spite of it? Write in your civics notebook what you find.



A bubbling street fountain means safety and refreshment

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills :

HABITS

1. Eating, sleeping, exercising moderately and regularly.
2. Keeping cheerful and hopeful.
3. What others?

ATTITUDES

1. Determination to keep well at all costs.
2. Realizing that few things are worth securing at the price of health.
3. What others?

SKILLS

1. Ability to plan your time so as to attend to both work and play.
2. Ability to do some kind of hard physical work.
3. What others?

SPECIAL WORK FOR PUPILS BASED ON CHAPTERS XVII-XVIII

Testing Yourself

Test I. Copy the following statements and complete them by filling in the spaces with the right words :

1. Play is any activity which ----- and -----.
2. Work was play to the famous -----.
3. A form of play that relaxes the body is -----.
4. ----- relaxes the mind.
5. ----- bring one in touch with congenial people.
6. ----- appeals to the imagination.
7. ----- provides fun.
8. ----- provides opportunities to attain mastery.
9. The more obstacles any game has, the greater ----- is required to play it.
10. One of the pleasantest sensations that comes to any person in either recreation or work is -----.
11. Five recreational opportunities provided by most cities and towns are the following : -----, -----, -----, -----, -----.
12. Secretary Hoover told a schoolboy that ----- is good, but ----- must not be neglected.
13. One handicap to winning success is -----.
14. One of our presidents, -----, when a boy, went to ----- to build up -----.
15. Six of the most important Health Rules are these :
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

16. To have a good rating for healthfulness your school building should meet the following requirements: -----

17. Some home tasks or chores which provide good exercise are these: -----

18. The government official or board which

- (a) secures a pure water supply is ----- ;
 (b) takes measures to prevent spread of contagious diseases is ----- ;
 (c) examines and gives permission to practice to physicians and druggists
 is ----- ;
 (d) provides for removal of garbage is ----- .

19. Child-labor laws are made so that the rights of boys and girls to growth of ----- and ----- may be protected.

20. A child under sixteen cannot do ----- work or engage in ----- occupations in vacation time.

Test II. 1. The problem that John Jason and Alfred Norton had to solve was this. They lived in a crowded district. The only yard was a small back yard paved with stone. Where could they play and what could they play?

2. The problem of Mary Ellen and her brother was this. They lived on a farm where horses and cattle were kept and apples and grapes were grown for the market. They both got all the exercise they needed in helping with the farm work. What kind of recreation could they take up?

Test III. Why are recreation and health problems of the whole community? Should they be made family problems only? Give reasons for your answer.

Test IV. Set down the various things you did on a recent holiday to have a good time, and then write against each what benefit to health resulted from it.

CHAPTER XIX

GETTING INTO TROUBLE WITH THE LAW

The Most Serious Kind of Trouble

In this book we have studied about many different kinds of trouble ; but the kind we are to discuss in this chapter — law-breaking — is the most serious of all. It leads to sure disaster : (1) court, and then probation, or (2) court, and then reform school or jail. It means being handicapped all the rest of one's life by a court record.

Getting Started Wrong

Perhaps some of you have thought that the way to success described in this book is difficult and uninteresting. Perhaps, until you read Chapter I, you did not realize that you would be in debt when you finished school. You had believed that an easier, freer time was ahead of you.

There is no care-free time for any person who amounts to anything. But there are fascinating, wonderful days ahead if you take the right way. The right way has been pointed out here. getting the most out of school, preparing intelligently for earning a living, planning to assume responsibility for the help that parents and government have given you, learning about the government, helping the government, and making the right use of it.

If by any mischance you take the wrong way toward success, you may find yourself in the kind of trouble that means lasting regret for yourself and heartache for your family and friends. In the newspapers you will find items like those on the next page.

**GIRL SEIZED IN SHOP
AS CHECK FORGER**

Mary Goss, 16 years old, of 452 Fort Washington Avenue, was arrested yesterday at Delmans, Inc., a shoe shop at 558 North Avenue, after she had attempted, according to detectives, to give a bad check for \$68 in payment for shoes and stockings she had selected in the shop.

**BOY OUTLAW FATALY WOUNDED
IN RESISTING DENVER OFFICER**

Leslie Gonco, 14, near Death after he and his Brother Terrorized Wide Area

The young people mentioned in these clippings were trying to succeed by taking a different way, seemingly, than the one you have been learning about ; but this got them into trouble, as it always does and always will.

" You Can't Win "

This is the title of a book written by a man who had spent many years in jail. After he had lived a life of crime for thirty-five years, he suddenly realized that he was trying to do something that could never be done. He had tried to win through loafing and stealing, whereas the only sure way to prosperity is through earning and saving. Most of this man's life had been wasted ; but when he finally realized that "you can't win" by means of crime, for the first time in thirty years he got a position and earned his living by doing an honest day's work each day.

Do lawless boys and girls think they can win where experienced criminals have failed ? Probably most of them have never stopped to think much about what might happen to them. They cannot do as they please at home, and so they run away ; or they do not have the money they want, and so they proceed to get it "the short way" — by theft or forgery. As



Do you think these boys have started out the right way to succeed in life?

a result they find themselves in trouble. Such young people did not stay in school long enough to learn the right way of getting the things they want. The right way is preparing to earn a living, then working and saving patiently until one is started toward independence.

Pupils' Activities

1. Bring to class news clippings about boys and girls who have got into difficulties because they have broken some law. Tell in each case what law was broken. How do you think the boy or girl mentioned above got into this trouble? .

2. Have a friendly class competition to see which pupil can prepare the most effective poster with the title "You Can't Win." Prepare it as if it were to be placed where hundreds of boys and girls might see it every day. If you cannot make the drawing or painting, make a rough sketch.

3. A school principal who read the items given on page 346 said, "There are two boys who won't get into trouble with the law." Why did he think this? Do you agree with him? Give your reasons for either agreeing or disagreeing.

April 4. — Floyd McGuirt, 17, son of Mr. and Mrs. Charles McGuirt of 88 Henry Avenue, has bought a touring car with money he saved the last year as Western Union messenger boy. He is the envy of all the other Western Union boys in this part of the state.

Feb. 16. — Robert Marx, 12, of New York City, operates wireless station ZAZK. He works with 12 foreign stations every night, and his call letter is heard all over the world on 40 meters.

Going to Court

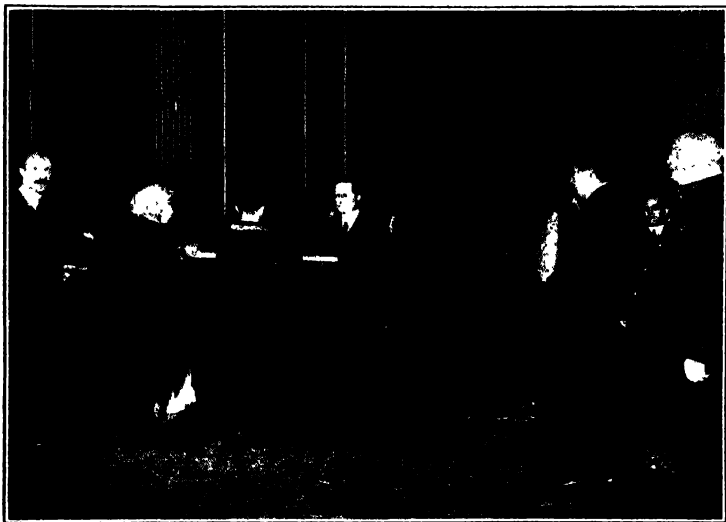
The boy and girl referred to in the newspaper clippings quoted on page 344 were arrested by a policeman and taken to the police station. Their parents were notified, and were allowed to take them home after "posting bail," as it is called. This means depositing money or securities with government officials as guarantee that the persons arrested will appear in court when ordered. For instance, if the father of the boy who is arrested deposits with a court official five hundred dollars as bail, the court holds this as guarantee that the boy will be present in court when his case comes up. If the boy appears when summoned, then the five hundred dollars is returned to the father. When a person has been arrested, and there is no one to give bail for him, he must remain a prisoner until his trial.

The parents of the boy and girl referred to probably hired a lawyer to help them. In a few days, perhaps the next day, the young people were brought into court; the policeman who arrested them told the judge what had happened; the parents told what kind of children they had been; and perhaps their teachers and friends testified also.

The judge decided whether to put them "on probation," send them to some institution, or commit them to jail. To be put on probation means that punishment is withheld but the offender must report to a court officer every few weeks or months for a specified time. If during this time his conduct is good, he will not be sent to reform school or jail.

What takes Place in Court

In court there is a judge who hears the complaint of the policeman and other witnesses, listens to what the arrested person and his friends have to say, and decides what shall be done. If the offense is a serious one, the accused person usually asks for a jury trial, which cannot be denied him.



Where lawbreaking is almost sure to end — in court

In a jury trial it is not the judge but twelve persons called jurors who decide whether or not the arrested person is guilty. In such a trial the judge presides much as a teacher does in school. He explains to the jury what the law is, and sees that the accused person has a fair trial.

If the jury decides that the person is guilty, the judge pronounces the sentence. The judge must be familiar with the laws dealing with punishment for crimes and offenses. If the law says that the punishment for a certain offense is from one

to five years in jail, the judge must decide on some sentence within these limits. A judge cannot place a person on probation unless there is a law permitting him to do so.

Courts are the part of the government which the people have established to help them protect life, liberty, and property. Police assist in this work of protection, as we have seen in Chapter VII. But the court is the real protector behind the scenes, for the police have authority only to arrest persons. They cannot decide whether a person is guilty, nor how he shall be punished if he is guilty. Only the court can do this.

Pupils' Activities

Dramatize a court scene in which these characters appear :

- a. Judge of the court.
- b. Clerk of the court.
- c. Court stenographer.
- d. Policeman.
- e. Detective.
- f. Jury.
- g. Defendant — a boy accused of breaking windows in the schoolhouse basement.
- h. Defendant's lawyer, who is to talk for him to the judge and jury.
- i. Attorney who prosecutes the case ; that is, takes the part of the government, seeking to see that the law is enforced.
- j. Several witnesses.

Find out from some lawyer in your town just what the law is in regard to the crime of arson. If necessary, get some lawyer to help you to plan this court scene so that it will be as correct as possible.

When Boys and Girls get punished for breaking Laws

When the court decides that a boy or a girl offender must be severely punished, what happens? The lawbreaker is sent to a reform school or, in the case of a serious crime, to jail. He is sentenced by the judge for a certain period of time. By good behavior this sentence can often be shortened.

When a person is sent to an institution, this means that

1. His freedom is gone. He must stay at the institution under guard, never leaving it even for a day, until his sentence is up.

2. He must wear the clothes, eat the food, and do the tasks provided by the reformatory or jail.

3. He will usually be given some kind of work and may be taught a trade.

4. He can receive and send mail, but this will be opened by the officials of the institution.

5. His friends may come to see him, — usually once a week for a short time. They may send him presents of fruit, flowers, reading matter, and the like.

6. He has certain stated periods for exercise and recreation, all under the control of the jail or reformatory authorities.

When Men and Women get punished for breaking Laws

When grown men and women are found guilty of breaking laws, they are usually sentenced to jails and prisons instead of to reform schools and similar institutions. Often men are sent to prison for the rest of their lives or for terms of forty or more years if they are believed to be dangerous to the community.

It is usually the plan to teach prisoners a trade or some work by which they can earn a little money while in prison and have some means of earning a living when they are released.

Why must Lawbreakers be Punished?

The most important things in a nation are life, liberty, and property. Unless these are safe, there can be no permanent nation or community. Would you work hard to earn money to buy a house, an automobile, or anything else if it were likely to be destroyed or stolen? Would you put money in the bank if it were probable that the cashier would steal it? Would you go to the theater or any other place of recreation if you were likely to be robbed and beaten? Probably not.



Police searching men suspected of illegally transporting liquor. "Easy money" probably induced these men to break the law

People will not work and make prosperity for the nation unless their lives and their property are reasonably safe. One way to make these safe is to keep those who want to steal and destroy where they cannot do so. Can you think of a better way?

Pupils' Activities

1. Find from your history how thieves and other lawbreakers were punished in earlier times. Do you think these punishments were too harsh?

2. If you were a judge and the law had left to your discretion the punishment of the following offenders who were brought before you, what would you decide?

a. A boy rang a fire alarm "for fun," and the driver of the engine was killed in responding to the alarm.

b. Two schoolboys hazed another, blinding him for life.

c. A girl stole a diamond ring that she found in the dressing-room of a store, and then lied about it.

- d.* College boys "borrowed" an automobile and smashed it in a "joy ride."
- e.* A boy has repeatedly run away from home and from school, for no reason that he can explain.
- f.* A boy has been working for a bootlegger, delivering liquor to customers in office buildings.

Not All Lawbreakers are Thieves or Thugs

The murderer, the thief, the forger, are persons who have committed serious crimes. But there are many people who get into trouble with the law who have done none of these things. You saw in Chapter II that parents are sometimes put in jail for not sending their children to school. A prominent business man served a prison term for telling a lie to a judge after being put under oath.

We do not ordinarily think of such things as criminal offenses; but the government has passed laws saying that parents must send their children to school, and that men and women will be punished if they lie in court after swearing to tell the truth. There are hundreds of other laws that tell what the people cannot do. Most of such laws contain a statement telling how persons who break the laws shall be punished. It is the business of the police and the courts to see that these laws are carried out.

Not All Lawbreakers are sent to Jail

Not all breakers of laws are sent to jail, as the following news item shows:

MESSANGER BOY GETS \$25 FINE FOR SPEEDING ON MOTOR CYCLE

May 11, 1927. — No message is so important that its bearer must travel at a rate of fifty-five miles an hour to deliver it, Magistrate Miller decided yesterday in the City Court. The magistrate fined Joseph Vassalo, 20 years old, a messenger for the Postal Telegraph Company, \$25 for traveling at that rate of speed. The messenger was also fined \$10 for having no license to operate the motor cycle.

This boy was fined; but if he had been unable to pay the fine, the judge would have sent him to jail for a short time. Breaking certain laws is punishable by a fine. In some cases the fine seems a severe enough punishment. To have to go to jail if one does not happen to have the money seems like a heavy punishment, but no one has been able to think of a better way to arrange things.

Violating the prohibition law is another act that is often punished by fine. If in addition to breaking this law a person is found guilty of damaging property or injuring some person, his punishment is correspondingly severe.

Pupils' Activities

1. If you think that it is unfair to send a person to jail because he cannot pay a fine, what would you suggest as a substitute?

2. What do you think should be done with confirmed drunkards?

3. Do you know what happens in your state to a person who has been arrested repeatedly for speeding? What do you think should be done with such a person?

4. Most persons arrested have offended against life, safety, or property. Was the messenger boy referred to above endangering life or property?

What is the Law?

Turn back to the first page of this chapter and re-read the title. You have seen that persons who steal and do many other things that we say are "against the law" get into serious trouble. They are arrested and brought into court, where they are reprimanded or are punished by being fined or sent to a reformatory or jail.

What is this "law" that you hear so much about? There is not one law, but thousands of laws. Laws are made each year by certain government officials at Washington, at the forty-eight state capitals, and in the communities. We speak of all these thousands of laws as "the law" because we think of them as a whole and almost as if they were a person.

Why Lawbreaking is a Serious Matter

It is easier to understand why it is such a serious matter to break laws if we think of them as the decisions or wishes of the people as to what shall be done and what shall not be done. Thus when a boy steals a bicycle, he is doing what the people have said he shall not do; if he refuses to go to school, he fails to do what the people have said he shall do. In other words, when a boy gets into trouble with the law, he is really getting into trouble with all the people. That is a serious matter. To realize how serious, try to imagine all the people of the United States who make the laws and keep them turned into one person, and all those who break the laws transformed into another person. We should then have a giant and a pygmy. The pygmy might evade the giant for a time, but what chance would he have in the end?

You can't win against this great modern giant. Probably those who break the law would never have let themselves be led into the terrible mistake of putting themselves against "all the people" if they had realized what they were doing.

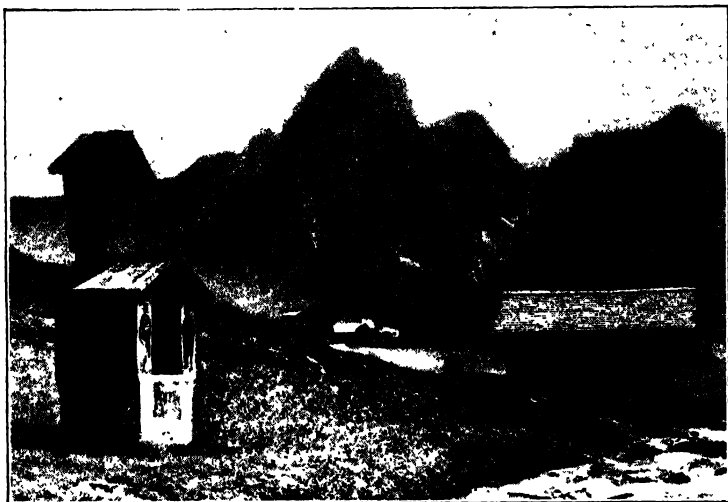
Do All the People make the Laws?

The people make their own laws through representatives whom they choose. Hence the laws are the people's decisions. We might call them the "voice of the people."



This army officer passed 100 per cent in health, character, and intelligence. How high could you pass in character?

The national lawmakers, or legislators, meet at Washington every year, to make laws for the whole nation. The state legislators meet at regular intervals in every state (in some states every year and in others every two or four years). The legislators are divided into two groups, one called the senate and the other called the house of representatives,



One of the helps in forming right habits of living is the church, to which people can go for advice and inspiration. In the most isolated mountain passes of Switzerland you will find wayside shrines which remind the people of the right

assembly, or house of burgesses. Before a proposed bill actually becomes law, a majority of both these groups has to vote in favor of it, and the president or the governor has to approve it.

Since the lawmakers represent all the people, if a majority of the representatives vote in favor of a law it is really a majority of the people who vote for it. Moreover, the president and the governors represent the people, and their approval of a law makes it still more the "voice of the people." *Most*

of the people want laws punishing those who steal, those who refuse to go to school, and those who are guilty of other offenses; hence the representatives pass laws to this effect.

When the criminal who had been in jail for thirty-five years said, "You can't win," he had found out at last that he was one person against millions of people — one *lawbreaker* against millions of *lawkeepers*.

Pupils in school have an opportunity to learn this in advance. They do not need to become lawbreakers to learn that a criminal record will make it difficult to earn a living and reach success.

Pupils' Activities

1. Write out in the form of "Don't's" some of the laws in this country.
2. Find out what are the laws most frequently broken in your community, and write these out as forcefully as possible in the form of commandments.

The Danger of Wrong Habits

You know, of course, what a habit is. Perhaps you have the bad habit of biting your finger nails, or the good habit of erect posture. Somebody has said that a boy or girl, like a man or woman, is merely a bundle of habits. You have not only habits of sitting, eating, sleeping, but habits of thinking. You may have the habit of envying someone who has more money or more friends. You may have the habit of laziness. On the other hand, you may have the habit of contentment, but also of eagerness to earn money to get other things. You may have the habit of working hard.

What habits are you forming now? You all have ~~one~~ advantage over older people. Your habits are not "set"; if you find that you are forming habits that will prove harmful or troublesome to you later on, you can change them. This is not so easy for older people. Habits make deep grooves in

our natures; and just as it is difficult for an automobile to turn out of a deep rut in the road, so it is difficult for us to get away from a habit that has worn its way deep into our minds or bodies.

Every boy or girl who gets into a criminal court, every man or woman who is in jail, is probably there because of some wrong habit that was started long ago. The habit of idleness, of wanting "easy money," of quick temper, of envy, — all are habits that, if not corrected or watched, may lead to lawbreaking and crime.

Of course the best way to avoid wrong habits is to form the right habits. By "right" and "wrong" we mean "wise" and "unwise." The things that are wise are right. Wise habits lead to success in work life, enjoyment in dealing with others, and happiness. Unwise habits lead to half success or to failure. It is therefore a matter of common sense to see that you start your life with right habits. The short section at the end of each chapter, calling attention to the habits you should be forming now, has been placed there to help you to form wise habits so that there will be no room in your life for unwise ones.

Pupils' Activities

1. Write in your civics notebook your understanding of what a habit is. Then, after discussion in class, if your idea has been changed, write out your new definition.

2. Do you understand how a good habit will crowd out a bad habit? If so, explain it.

3. Frequently, in news items and in stories, some person who has made a failure of life will tell what habit started him toward failure. Do you recall any such instances?

4. Turn back to Chapter III and review what you learned about your qualities. Check these up carefully again to make sure that you are not acquiring habits which will prove troublesome in the future.

What This Chapter should Mean to You

In order to profit by what you have learned in this chapter, you should be cultivating the following habits, attitudes, skills :

HABITS

1. Absolute truthfulness.
2. Absolute honesty even in the smallest things.
3. Saving time and money.
4. Application to work.
5. What others?

ATTITUDES

1. Freedom from envy.
2. Eagerness to make your way by merit.
3. Patience in looking forward.
4. Willingness to look far ahead to see where an act or a habit will lead.
5. What others?

SKILLS

1. Ability to know yourself.
2. Ability to distinguish between right and wrong.
3. What others?

CHAPTER XX

LAWS AND COURTS HELP THE PEOPLE WHO ARE IN DIFFICULTIES

Disputes you cannot settle Yourself

In the preceding chapter we have seen how people get into trouble with the law and what happens to them. But there are many laws which help people to get out of trouble. It is the duty of the courts to assist in this task. Suppose

1. A boy's dog strays away without a collar to identify it. A man finds it, and sells it to a boy in a distant city. One day the new owner and his dog are driving through the original home town of the dog, when the first owner recognizes it. Both boys claim the dog.

2. A girl is injured by a motorist. He offers to pay the girl's father \$500; but the doctor's and hospital bills have cost more than this, and the girl is permanently crippled. The motorist says he hasn't enough money to settle for these bills.

There are two ways of settling such disputes. The persons concerned can settle the matter between them, or they can take it to court and let the judge or a jury decide. Most people do not ask the court to settle their disputes, for the services of the court are very expensive. A lawyer must be hired, fees for the services of the court officials must be paid, witnesses must be summoned. All this frequently costs more than the amount of money involved.

However, every year the ownership of millions of dollars' worth of property is passed on by the courts. Sometimes the dispute relates to such special property as a patent. One year a company which manufactured radio sets sued another radio corporation for \$60,000,000 because the latter had used some of the devices patented by it.

What the Court Does

Disputes of this kind which are settled by the court are called civil cases. Cases which deal with lawbreakers, such as burglars and forgers, are criminal cases. Both kinds of cases are sometimes tried in the same court building and by the same judge. Often, however, there are different judges and different rooms or buildings for the two kinds of cases.



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A school tribunal is listening to the charges against a member of the school. Have the pupils of your school ever tried an offender?

There is always a judge who presides. Sometimes he not only presides but makes the decision. Sometimes there is a jury, just as in criminal cases. If there is a jury, the task of the judge is to see that the case is conducted fairly and in an orderly manner, and that the laws relating to the case are observed. Whether a dispute shall be settled by a judge or a jury is decided by the person who takes the case to court.

Usually no one is arrested in the case of disputes to be settled by the court. What happens is this: The clerk of the

court gives a policeman a paper called a "summons." This is a printed document requiring the person named in it to appear in court. A police officer delivers this at the home of the person who is summoned to court. If he refuses to appear or to engage a lawyer to appear for him, he can be arrested.

"Contempt of court" is a serious offense. A person is guilty of this offense if he fails to obey an order issued by the court. To refuse to come to court to testify as a witness would be contempt of court. It would also be contempt of court for a person to refuse to pay money when ordered to do so by the court. A person who did this could be arrested.

Pupils' Activities

1. Find out about some dispute in which one person had to pay another a sum of money. Could this dispute have been settled out of court as satisfactorily as in court?

2. Ask some lawyer what it usually costs, in court fees and witnesses' expenses, to take a dispute to court.

Another Way that the Courts help you

In Chapter IX you saw that the government has a special place of safe-keeping for wills and for copies of deeds and mortgages. There is still another equally important way in which the government assists the people in getting and holding what belongs to them. Suppose a real-estate dealer offers to sell your father a house for \$6000 and your father agrees to take it at that price; but somebody else comes along and offers the dealer \$7500 for it. Will your father lose the house? No; for the law requires a person to keep a contract, and the courts have power to make the real-estate dealer keep his promise to your father.

Take a different case. Suppose you work Saturdays for a grocer. He has agreed to pay you at the rate of three dollars a Saturday, with a bonus of fifty dollars at the end of the summer. But he fails to keep his promise. The law says that

an employer must pay wages agreed upon ; hence the court can make the grocer live up to his promise. Or perhaps you work all summer for an automobile dealer who goes into bankruptcy. This means that he cannot pay his debts. When appealed to, the court will see that your claim for wages receives attention with the claims of the other creditors.



A New Jersey county courthouse. When you visit your courthouse, look around to see whether there are statues or paintings depicting Justice

The officials who have some part in forcing men and women to keep their legal agreements are judges, jurors, sheriffs, constables,—in other words, court officials. Through the court you can collect wages due you, or you can sue through the court to get any piece of property that is legally yours.

The Court deals with Bankrupts

A specially important service of the courts is taking charge of the property of bankrupts, that is, persons who cannot pay their debts because of misfortune or mismanagement. When-

ever a man cannot pay his debts, either he himself or his creditors appeal to the court to appoint someone to look into his affairs. The court will require the debtor to show what money and property he has; and if these are not sufficient to pay all his debts, the court can declare him bankrupt and appoint officials to take charge of his affairs.

These officials can sell the man's property to pay his debts, can take his money out of the bank, and in general can act as if his property were theirs. The law, however, also protects the unfortunate bankrupt. The court cannot deprive him of all his property, no matter how great his indebtedness. And in return for what it does take, the court must give him a discharge from his debts, thus making it possible for him to start anew to earn a living without an unbearable burden on his shoulders.

How to get the Court to help You

Until you are twenty-one, if you want the court to help you, you must act through your legal guardian. Your legal guardian, as you saw in Chapter II, is your father, if he is living, otherwise your mother or some person appointed by the court. If the boy referred to above, with whom the grocer failed to keep his agreement, wanted to get this money through the court, his guardian would act for him. Probably the guardian would consult a lawyer. The lawyer would fill out a printed form stating the name and address of the grocer, the name and address of the boy and his guardian, and the facts about the dispute, and would request the court to set a time for hearing the matter. This paper the lawyer would send to the clerk of the court at the courthouse. The clerk would file it and notify the grocer to appear in court on a certain day to make answer to the charges. This notice the grocer would take to his lawyer, who in turn would fill out a printed form stating the grocer's side of the case and send this to the clerk of the court.

The clerk would prepare a statement of both sides of the case for the judge, and set a date for the judge to hear the case. Both lawyers would be notified of this date. If witnesses were to be summoned, the clerk would also notify these when to be present. On the date set, the boy, his guardian and lawyer, the grocer and his lawyer, and the witnesses for



As long as there are lawbreakers there must be courts to protect the people

both parties would appear in court. The judge, after hearing both sides, would decide whether the grocer must pay the boy.

When a person takes a dispute to court, we say that he is "bringing suit" against another person.

Pupils' Activities

Organize the class into a court to hear the following cases:

- a. Suit to recover damages for an automobile wrecked by collision.
- b. Suit to compel ——— to pay for breaking windows in an empty building owned by ———.
- c. Suit to compel Mr. ———, owner of a garage, to give ——— the position for the summer which he promised him.

So Long as there are Laws, there must be Courts

So long as there are laws, there will be courts. The more laws there are, the more courts and judges there must be.

Because there are laws passed by the national government, other laws passed by the states, and still others passed by towns and cities (ordinances they are usually called), there must be national courts, state courts, and community courts.

The courts that have to do with national laws are called Federal courts. The chief Federal courts are

1. *District Court.* The United States is divided into districts, and a Federal court is located in each district. Disputes relating to national laws are brought to this court. Violators of Federal laws are tried in this court.

2. *Court of Appeals.* If the people whose affairs are passed on by the district courts believe they have not had a fair trial, they can appeal to this court to decide whether the case may be tried again.

3. *Supreme Court.* This is the most powerful court in the nation. Disputes are carried to this from lower courts, and all disputes between states are decided here.

The courts that have to do with state laws have different names in different states. In general they are

1. A *county court* in each county, in which all the lawbreakers of that county are tried and all disputes of citizens of that county are settled.

2. A *probate court* in each county, to administer wills, appoint guardians, and settle disputes about estates.

3. A *supreme court*, to which people can appeal when they believe the county courts have not been just or have not acted according to law.

4. Sometimes, in addition to the supreme court, there is a *court of appeals*, which is then the highest court.

The *community courts* are, for the most part, only police courts. It is to these courts that persons arrested are first brought. In the case of minor offenses, if the accused persons are found guilty the judge can sentence them; but they have

the right to demand a trial by jury in a county court. In the case of serious offenses, the judge orders the accused persons held in jail until the county authorities can take action.

These community courts deal also with offenses against local ordinances about keeping fire escapes clear, parking automobiles, and many other matters.

In some cities there are also such special courts as a separate court for children, called the juvenile court; a court of domestic relations, to decide cases relating to divorce, abandonment, and guardianship; and a small-claims court, to settle disputes about matters which involve only small sums of money.

Pupils' Activities

The teacher will decide which of these topics you are to look up more fully :

1. Where the supreme court of your state is held. When it is held. How many judges preside. How the judges are chosen.
2. Where your county court is held. Whether criminal and civil cases are heard in the same court. How many judges there are. How they are chosen.
3. What the duties of these officials are: sheriff, constable, medical examiner, clerk of the court, district attorney, attorney-general.
4. Where your police court is held. Who presides.
5. Where the Federal District Court for your district is.
6. Where the Supreme Court of the United States is held. How many judges there are. How they are appointed.
7. What trial by jury is. What is the difference between a petit jury and a grand jury.

A Special Duty of Certain Courts

Sometimes the question which a court has to decide is not whether a person has broken a law, nor how a dispute shall be settled, nor whether a new trial shall be granted, but whether a law is constitutional, — in other words, whether a law has been made according to the requirements of the Constitution.

You saw in Chapter XII that a constitution contains the general plan and directions for running the government. All

laws are supposed to be special directions for carrying out this general plan. But sometimes a law, instead of carrying out the general plan, really hinders it. Such a law is harmful and needs to be nullified.

The only way that a law passed by Congress can be nullified is by the Supreme Court. The only way a law passed by



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Our courts are open to native-born and foreign-born, to citizen and alien, to black and white. Can you find the sentence in the Constitution which is responsible for this ?

a state legislature or an ordinance of a board of aldermen can be nullified is by either the state supreme court or the Supreme Court at Washington. The state supreme court can pass on a state or local law that is believed to be contrary to the state constitution. The Supreme Court at Washington can decide whether any state or local law is contrary to the specifications of the Federal Constitution.

Unless these courts had this power, the constitutions of the states and the United States would soon be useless.

Pupils' Activities

Did you know that some people believe there should be neither laws nor courts? That is, they would have no government at all. Each person would defend himself, help himself, and let others do the same. Do you know any people who have this strange belief? What do you think of it?

The Reason for Asking you to study Chapters XIX and XX

Do you wonder why you have been asked to study two chapters about lawlessness and the courts? You saw in Chapter XV that in the succeeding chapters you were to study about some of the problems of communities — problems of living together. These chapters about fighting poverty and ill health, making play opportunities, dealt with problems which might affect each person, each family, and each community. The most important of all problems — lawlessness and disputes — are also individual and family problems, but most especially community problems. As you saw in Chapter XIX, young people, by forming right habits, can make sure that they do not become lawbreakers. But there always will be some persons who break laws, some persons who defraud and injure others. Hence every community must have the assistance of the courts.

Therefore it is important that you know now

1. That certain courts were established to protect you from persons who might injure you.
2. That other courts were established to help you settle disputes that cannot be settled in any other way.
3. That you can get the help of the court at any time by acting through a reputable lawyer, who knows how to proceed to get a matter before a court.
4. That if you bring suit against a person and lose the suit, you must pay all the court charges.

SPECIAL WORK FOR THE PUPIL (BASED ON CHAPTERS XIX-XX)

Testing Yourself

Test I. 1. Explain as you would to a younger brother or sister what the titles of these two chapters mean.

2. What do you think is the most useful thing you can learn from each of these chapters?

Test II. Some of the following statements are true and some false. Tell which are false and why. Of the true statements explain why they are true.

1. To become successful one needs to think only of getting.
2. Some things can be had for nothing.
3. The only sure way to prosperity is through earning and saving.
4. Teachers can be fined by the court if their pupils refuse to come to school.
5. Judges can always decide whether a person who has been arrested is guilty.
6. One can be arrested and sent to jail for contempt of court.
7. A person who has been arrested can always ask for a jury trial.
8. To have to go to jail if a person cannot pay the fine which the court imposes favors the rich.
9. The people make their laws through the governor and the president.

Test III. On your test paper write "III," then the arabic number and the letter that gives what you think is the right answer, followed by a complete statement of that answer.

1. A dispute about a will would first be tried
 - a. In a district court.
 - b. In a probate court.
 - c. In the Supreme Court.

2. The court of appeals takes up cases

- a.* That are being tried for the first time.
- b.* That cannot be brought to the probate court.
- c.* That must be tried again because some person claims he did not get justice in a previous trial.

3. A dispute about the meaning of a Federal law must finally be decided by

- a.* A county court.
- b.* The Supreme Court.
- c.* A district court.

Test IV. Would you take any of these disputes or difficulties to court? If so, tell why.

1. A boy has thrown stones and broken several windows in a neighbor's house. His father refuses to pay the damages.

2. A girl has been promised office work for the summer. She has a letter in her possession confirming this, but finds that another person has been given the position.

3. An honest bookkeeper has been discharged because some money has been stolen. He is not accused, but many of his acquaintances believe that he may be guilty. For the sake of his future he needs to clear his reputation.

4. The city is going to open up a street through your land and offers to pay only half what the land is worth.

Test V. Place the number of one of the persons mentioned in the first column before the definition in the second column which applies to that person.

- | | |
|------------------------|---|
| 1. Judge. | Counsel. |
| 2. Clerk of court. | Person who defends himself in court. |
| 3. Court stenographer. | Government official who acts for the government in bringing to trial persons accused of law-breaking. |
| 4. Policeman. | Person who brings suit against another. |

- | | |
|-------------------------------|--|
| 5. Detective. | Person who takes down the testimony in court. |
| 6. Jury. | Person who gives testimony in court or before a grand jury. |
| 7. Defendant. | Person employed to get evidence of guilt. |
| 8. Prosecuting attorney. | Official who presides in court. |
| 9. Plaintiff. | A kind of private secretary to a judge. |
| 10. Lawyers employed in case. | Private citizens who decide for or against the defendant in court. |
| 11. Witness. | Official who arrests persons suspected of crime. |

CHAPTER XXI

HAVE YOU ANY INFLUENCE WITH THE GOVERNMENT NOW?

Looking Back to Earlier Chapters and Forward to Later Chapters

In every chapter of this book you have found references to government. The text of the book up to this point and the activities which you have performed have constantly reminded you of the fact that government does many things for you. One of the most important chapters in the book is Chapter VII, which tells how greatly your future safety and prosperity depend upon the government.

In this chapter and in the following ones we have planned to give special attention to government. You will want first of all to know what you have to do with it or for it. Before you can find this out, you need to remember that government is an organization. You have learned that every organization has a definite purpose and a plan for accomplishing it. The purpose of the government is to protect and help all the people. You are a member of this organization, and you benefit from it. What can you as a member do for it?

We have seen in an earlier chapter that before they are twenty-one some young people begin to settle their debts to the government by paying taxes. But probably this will not be true of most pupils. During the years in which they pay no taxes, is there nothing they can do?

What you Cannot Do

Age limits completely shut you out from holding most government positions for the present. Before a person can run for president, vice president, governor, senator, or repre-



These pupils are helping government by making a zoning map for the city zoning board. What is a "zoning map"?

sentative, he must have reached a certain age. The president and vice president must be at least thirty-five years old, United States senators thirty years, and members of the House of Representatives twenty-five years. The thousands of other officials, like postmasters and policemen, must be at least twenty-one years old before they can hold office.

Pupils' Activities

1. How old must a person be before he can (1) run for governor of your state? (2) run for your state legislature? (3) apply for a civil-service position? (4) run for mayor, selectman, or county supervisor?
2. Who was our youngest president?

Voting is the most important act relating to government that you can perform, and probably will be your first act. But there are several years ahead of you before you can do this. Must these be years of receiving help from the gov-

ernment through schools, libraries, playgrounds, and giving nothing in return? Before you answer this question, read the following account of the interesting way a group of boys are assisting the government.

A Group of Boys who help to run the Government

Every year when Congress meets in regular or special session, a group of alert young boys are on hand to act as pages in the Senate, the House of Representatives, and the Supreme Court. They run errands; keep the desks of the senators, judges, and representatives supplied with paper, ink, and notices; and do many other things. They might be called government office boys. Each boy swears to support the Constitution, and must be present every day that Congress and the Supreme Court meet. Most of the pages are of school age, and therefore attend evening school in addition to working for the government.

A few quotations from the journal of one of the Senate pages gives an interesting account of their work:

First we get the record and calendar files out of the lockers in the cloak rooms where we put them after adjournment last June. Each file has a paper name plate pasted on the inside of the front cover. That is to keep them from getting mixed up, as some time a Senator will get one out from one desk and put it back in another desk. We also get the reference books out of the lockers. . . . The reference books are books that are kept in each Senator's desk at all times during the session of Congress. . . . These reference books go in the top of each desk. . . .

The next thing I do is to put a penholder in the pen trough on every desk, and then I go around again and put the kind of pen point that every Senator uses into his holder for him. . . .

Well, as the Senate meets at twelve o'clock, we had to get things straightened out, so things could be handled quickly as well as to make a neat appearance. . . .

I took out both keys, which hang under the V. P.'s desk, and unlocked the two drawers. Each drawer has a different key. Then I took the brush out from under the left-hand corner of the desk, where it is kept, and brushed the top of the desk off well; so it looked nice and green when I finished, instead of all white and

dusty-looking, as it was before I started brushing it. It is covered with a fuzzy green cloth, and things stick to it. After putting the brush back in its place, I took the reference books out of the two drawers.

... The presiding officer's desk has more reference books than most of the Senators have ... because he has to decide all of the different questions that may arise, and then make a ruling on them; and believe me, that is some job, as so many trick things come up. ...

Feb. 23. — Today I fixed the little stand up on the clerk's desk for Senator Ashurst to read Washington's "Farewell Address" from, as it is the custom to read it every year. A different Senator does it each time, so as to give each one a chance at it.¹

These boys are employees of the government, just as president, vice president, and cabinet are. Their work is to be useful to the senators, representatives, and judges. This service is important to the boys for two reasons:

1. They are learning a great deal about their government.
2. They are doing small acts of service for important government officials.

Pupils' Activities

1. What is a page? When a bellboy at a club or a hotel "pages" someone, what does he do?
2. Imagine that you are a page in the Supreme Court or the Senate or the House of Representatives. Tell what took place there one day.

Another Group of Boys who helped to run the Government

Another group of schoolboys in 1921 had a chance to do something for the government and at the same time to learn a great deal about it. These were four Boy Scouts of Vermont. They were chosen out of the state's "eagle scouts" to serve on the governor's staff. When the governor came to the section of the state in which one of these scouts lived, it was

the duty of this scout to report to him immediately and to accompany him during his stay in that section. These four scouts were the only members of the governor's staff who were not officers of the state militia. Never before had a governor of any state conferred such an honor on schoolboys.



These boys are getting "experienced in government" by taking charge of school government under the teacher's guidance

Their duties consisted in such acts of service as seeing that an automobile met the train on which the governor was to arrive, notifying the persons whom the governor wished to see, sending the necessary telegrams. All these simple acts were important because a governor's time is precious. Anything that would save time or prevent discomfort or annoyance would be valuable help.

More important to the boys, however, than the services they performed for the governor were the facts which they learned about the government of their state and about the state's successful men. Can you imagine accompanying the

governor for several days, listening to his conversation and hearing the requests made of him, without learning something about a governor's duties? What you learned about the governor would lead you to study into the work of the state legislature, the lieutenant governor, and other officials; for the governor's duties are related to theirs.

Only a handful of boys can be pages in Congress and the Supreme Court at Washington, or members of a governor's staff, but every young person can be doing two of the things these boys did: (1) learning about the government; (2) doing acts of service for the government or officials.

Pupils' Activities

1. What is a governor's staff? Who are on the staff of the governor of your state?

2. Have any of the young people of your state been of special assistance to government officials?

Learning about the Government

The most important of these two things for you just now is the first. If you are the right kind of person, you will never stop learning, but your chief learning time is now. From the day you start earning your living you will have less time for study. The ordinary working hours for people who earn their living are from 8.30 to 5.30, or from 9 to 5. What are you doing now between 8.30 and 5.30? Part of these hours, five days in the week, you spend in school, studying and reciting. Some of the hours spent at home you also give to studying. Thus you have a big advantage over your father, mother, and older brothers and sisters who are earning their living, for probably they can find only an hour or two a day for study.

There are many subjects in your course of study; therefore only a part of your school hours are given to studying

about the government. But you will never have a better time than now during school days to learn what the page boys and the Boy Scouts learned — and a good deal more.

Doing Acts of Service for the Government

The second way in which pupils can be useful to the government is through voluntary service. There are certain kinds of unpaid volunteer service that can often be performed as well by young people as by regular government officials. The following extract from a news item is an illustration of this kind of service :

100 SCHOOLBOYS SUMMONED BY FIRE ALARM—SAVE FOUR-YEAR-OLDS

One in Golf Links Pond Hazard

Ten blows on the Needham fire siren — the "lost-child call" — enlisting the prompt response of one hundred boys probably saved the lives of two four-year-old children in that town today. In a half-hour the scouts had located both children fully a mile from their homes on the links of the Needham Golf Club. One child was at the edge of a water hazard, and the other had waded in almost to his neck. . . .

Working by a prearranged plan from the place where the children were last seen, the searchers, under Police Chief McKenzie and Arthur W. Gordon, a scout master, spread out and soon came upon a velocipede abandoned by one of the children. Before 12.30, twenty-six minutes after the alarm was sounded, the children were discovered at the water hazard and the recall sounded.

The boys, expert in climbing around through all kinds of brush, could cover more ground in a given time than the same number of adults. Probably the government official and the scout master who directed the search were better at organizing than the boys would have been, but it was the quick work of the boys that saved the two children's lives. In other words, the boys acted as emergency policemen.

A Few Suggestions for Usefulness

Here are a few of the many ways in which you can now be useful to your government :

1. See that all letters and parcels which you send through the mail are securely fastened, are clearly addressed, have a return address in the upper left-hand corner, and have the correct amount of postage.



How a Chicago schoolgirl helped government. Have the pupils of your school done a similar service?

2. See that the mail box at your house is of the right size to cause the postman the least delay and trouble.

3. See that the number of your house is inserted in clear, large figures in a conspicuous place.

4. Make a complaint to your chamber of commerce, or to some other organization that is interested in such things, if the name of your street is not indicated clearly by a street sign or marker.

5. Be sure that your waste-paper and garbage barrels are set out at the right time and taken in promptly. See that the tops of these barrels are arranged so that paper will not blow out and so that garbage will not attract flies or give an offensive odor.

6. Notify the police department if a stray dog or cat has been injured or needs to be returned to its owner.

7. Advertise in the paper or report to the police any lost article that you find.

8. Report to the librarian, and offer to pay the damages, if you injure a library book. If you find that a library book is in bad condition when you receive it, report this fact to the librarian at once.



These Kentucky Coolboys made a tour of many states in behalf of the community center in a mountain district

9. Return all borrowed library books promptly. In case of unavoidable delay in returning a book, pay the fine cheerfully.

10. Do not leave litter in streets, on sidewalks, or in parks and playgrounds.

11. Do anything you can to help in case of a street accident.

12. Notify the street or road department if a tree has been injured in any way to affect traffic, or if a storm has made a road or street difficult for passage.

13. If possible, send to your state department of forestry or of agriculture, or to your state agricultural experiment station, a specimen of any injury to a tree or plant caused by a strange insect or disease in your neighborhood. Send a specimen of the insect also, if

you can. Use the necessary remedies promptly when you learn what must be done to check the spread of this pest.

14. Notify your board of health promptly if you suspect that your water or milk supply is impure.

15. Notify the fire department if you live in a house with other families and there are inadequate fire escapes or dark hallways, or any menace to safety in case of fire.

16. Help the traffic officer at busy crossings by watching for and observing his signals. If you should get injured through not observing his signals, he would not be responsible for your injuries, but the accident would cause him loss of time and much annoyance.

Pupils' Activities

1. Illustrate or discuss several of these sixteen ways of making the government more useful. Write out an imaginary conversation over the telephone with the street department about a fallen tree or a broken telephone pole.

2. The list above includes nothing about your school. Perform some of the following or similar activities:

a. If there are no receptacles in the school yard for receiving paper and other waste objects, make drawings or rough models of the right kinds of receptacles and indicate where they should be placed.

b. If there is inadequate street protection for pupils near the school building, make suggestions for such protection. Perhaps sometimes a dummy policeman could be used.

Making your Government more Useful

How could you hope to make government officials more useful? You would not expect to be able to tell the grocer, for example, how to conduct a better store, nor the bank cashier how to handle his work better.

But the case is different with government officials. They are all working for you and you help to pay them — at least your father does. Government officials have only one thing to do — perform their work so that it will be of the greatest benefit to you and others. If you see ways in which they could do more work or better work, it is your privilege to

suggest this in the proper way. Mere faultfinding is never helpful; constructive suggestions always are. It is important for you to understand the difference between finding fault and making constructive suggestions.

The following is a letter which a group of junior-high-school boys wrote to a government official in their community, suggesting an improvement which they believed should be made. They did not merely criticize the blunders that had been made — they made constructive suggestions.

Mr. A. S. Jarvis
Chairman of Highway Committee

December 2

Dear Sir:

We, the students of 9B5 civics class, of the Junior High School, do petition you for a granolithic sidewalk around the school, and in the community — around the school on Tucker Street (north), Field Street (south), and Lamphor Street (east). Following are good reasons for deeming it advisable:

1. For civic beauty. With the renovation of the French rectory on the corner of Lamphor and Tucker streets, and the church that is now under construction on the corner of Stafford Road, our district has great promise of becoming the civic beauty spot of our city. A granolithic sidewalk is all that is needed to complete the civic beauty.

2. To attract more people to the community. Since the erection of our new school building, many good-looking, substantial residences have been erected, great improvements have been made, and a large new church is now under construction. Is it not reasonable to suppose that a granolithic sidewalk would further attract good citizens to our community, and also increase the value of the property?

3. For the safety of the pedestrians in inclement weather. The city does everything possible to protect the people from accidents; so why should it not protect the people from the dangers that are sure to result from bad sidewalks in this community? Granolithic sidewalks would greatly decrease the accidents which have occurred frequently in this vicinity. We are inclosing a blue print for the suggested improvements desired.

Trusting that this petition will meet with your approval, I remain,

Yours very truly,
Secretary of Class 9B5

In a large city one year a delegation of parents and three hundred pupils went to the City Hall to petition the mayor to use his influence in behalf of a much-needed new school-house for their district. They marched through the streets with banners flying, some of which read as follows :

Wake up
Anticipate disorders
Knock out fire traps
Eliminate rustic schools

This demonstration served in a dramatic way to call attention to the great need for new school buildings.

Pupils' Activities

1. Read carefully the letter given above. Would you suggest changes in it? If so, what? What is a granolithic sidewalk? What are the advantages of granolithic?

2. What is a *constructive* suggestion? Explain the difference between *destructive* criticism and *constructive* criticism. Give examples of each. Don't guess at the meanings of these words. Look them up in the dictionary.

3. What constructive suggestions could you make to your school board, your street department, or your public library?

4. Prepare a list of the improvements which you think should be made in the streets near your schoolhouse and near your home, — stating where shade trees could be set out to advantage etc. Then let the teacher divide the class into groups, each group to draft a letter to the proper government officials, making a constructive suggestion about something that needs to be remedied.

5. How might the demonstration by pupils who needed a new schoolhouse help in making the government more useful?

CHAPTER XXII

WHEN YOU HELP TO RUN THE GOVERNMENT

How you will later help to run the Government

You have seen that although you cannot vote or hold office until you are twenty-one, you already have a good deal of influence over what the government does. However, this is little compared with what you will have after your twenty-first birthday.

As a voter you will then assist in making laws, carrying out laws, collecting and spending tax money. You will do this by electing government officials.

You elect Government Officials

To know how important voting is, you need to make a list of officials elected by the people. The list below suggests certain government officials you may sometime vote for :

National government officials elected by the voters

Presidential electors (who choose president and vice president)

Senior senator } to United States Senate
Junior senator }

Representative to House of Representatives

State government officials elected by the voters

Governor

Lieutenant governor

Secretary of state

State treasurer

Other executives

Judges of the supreme court

Judges of other courts

State senator

Representative to state house of representatives or assembly

County government officials elected by the voters

Board of supervisors or commissioners

County judges

Road commissioners

County clerk

Sheriff

Other officials

Community government officials elected by the voters

Mayor or commissioners

Selectmen

Supervisors

School board

Common councilmen

Aldermen

Other officials

The italicized officials are those who make the laws. All the other officials carry out the laws.

Pupils' Activities

Make out and place on the civics bulletin board a list of the dates of all elections that will take place in your community from the first day of next month until a year hence. Under each date set down the government officials who will be elected at that time, and what their duties are.

What you must Do before you can Vote

Voting must be done with a legal ballot or on a voting machine. A ballot will be given you at the voting booth only if the officials find your correct name and address on their lists. When you are twenty-one years old, therefore, you must see that your name is placed on the voting list of your town or city. It is not now on the list, because you are under twenty-one. And it will not be placed there after you are twenty-one unless you see that this is done.

Your local paper will contain each year a notice saying that on a certain day and at a certain place persons who are eligible

to vote, but whose names are not on the lists, may register. When you read such a notice, you may appear at the place named with a birth certificate, which will prove your age, or with your parent or some other voter who can swear that you are of voting age and are a resident of the community. In addition to proving your age you must show that you can read and write English and must convince the officials that you are sane.

Once your name has been placed on the voting list, probably you will not need to register again unless you change your residence. (In some states, however, one must re-register at regular intervals.) If you go to another place to live, to make that your legal residence you must have your name taken off the voting list of the place you have left and put on the list of your new home town or city. You must live in a place a certain length

of time, however, before your name will be added to the list.

When you are twenty-one your legal residence will be in the community where you are registered as a voter. Now your legal residence is where your father is registered.

To summarize, a person, to vote at any election, must have the following qualifications (while the requirements vary in different states, they are substantially the same): He must be

1. Twenty-one years of age.
2. A citizen of the United States for ----- .
3. A resident of the state for ----- .



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The ballot is a simple but a powerful thing

4. A resident of the county for -----.
5. A resident of the town or city for -----.
6. A resident of the election district for ----- days preceding election.
7. Registered as a voter in the election district in which he lives (except for ----- elections).
8. Able to read and write English.
9. Able to meet the requirements as to sanity etc.

These are the requirements for voting at general state and national elections. To vote on school questions and on local revenue and taxation matters in towns and incorporated villages there are often special requirements. Ordinarily, of course, in order to vote, a person must go to the voting place and there mark his ballot. But some states have provided that persons whose work unavoidably keeps them away from their legal residence on election days may vote by mail. This is called absentee voting.

Pupils' Activities

1. Blanks have been left in the foregoing list of qualifications for voting because laws about registering and voting differ in the different states. In your civics notebook enter the items and fill in the blanks to fit your state and community. Should any items be added?
2. Find out what is the next date on which citizens will be registered in your community. Arrange to have a delegation from your class there to observe what is done. Perhaps the officials will allow members of your class to be of some service.
3. Why does the law require a voter to be able to read and write English? Do you think it would be sufficient to be able to read and write a foreign language? If so, why?
4. Assume that you have just become twenty-one years old. Find out exactly
 - a. When you can register.
 - b. At what place you can register.
 - c. What is the first election at which you can vote.
 - d. What other election between now and the close of the school year you could take part in.

5. If you and your father were born in a foreign country, but you have been attending school here for several years, what must you do before you can vote?

6. What is a birth certificate? Where and how can you get a birth certificate? Have you ever had to use one? If so, tell when and why. If not, tell the occasions on which school pupils might have to use them. Who keeps the legal record of your birth?

7. Does your state permit voting by mail?

How do the People know when to Vote?

Preceding every election certain government officials send to the newspapers some such notice of the day and place of voting as the following:

**BOARD OF ELECTIONS OF THE CITY
OF NEW YORK, GENERAL OFFICE,
ROOM 1840, MUNICIPAL BUILDING,
BOROUGH OF MANHATTAN**

Oct. 8, 1926.

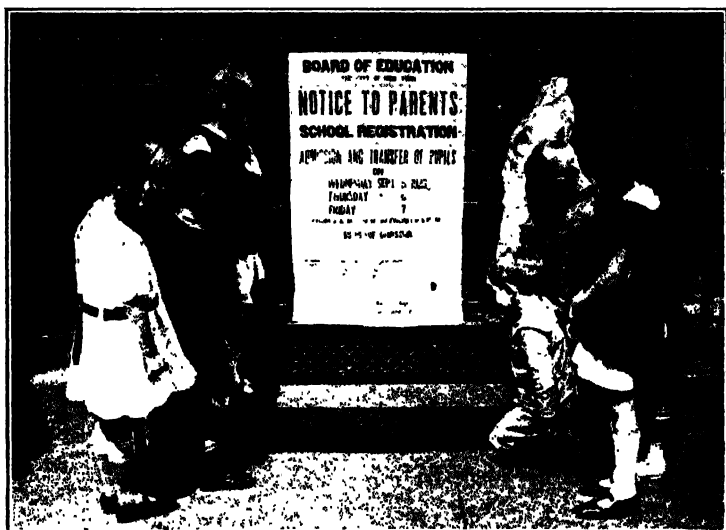
Pursuant to the provisions of Section 74 of the Election Law, the Board of Elections of the City of New York has designated the following polling places for the General Election to be held on Tuesday, Nov. 8, 1927, between the hours of 6 A.M. and 6 P.M., and for the registration of voters, Oct. 10, 11, 12, 13, 14, from 7 A.M. to 10.30, and Oct. 15, from 7 A.M. to 10.30 P.M.

A long list of polling places follows the announcement. In towns and villages official notices are usually posted in several conspicuous places. Newspapers and political parties always see that voters get information about the dates of election long before government officials act.

The most Important Thing to do before you can Vote

Finding out the exact place and time to register and vote are very small matters as compared with the real preparation for voting. To vote for a long list of government officials and not know what they can do when elected is very stupid

indeed. Yet there are many such stupid voters. Most of them, however, did not have as good an opportunity as you are having to learn in advance about the work of government. You cannot choose the right person for a public office unless you know what the duties of that office are, can you?



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Government frequently notifies the people of dates for voting, school registration, and taxpaying

When you are twenty-one you will be much better prepared as voters than many adults now are. You can therefore improve things very much. You will make mistakes, but you will have less excuse for these mistakes than many of the voters of today. Greater opportunity has been yours; greater responsibility will be yours.

Pupils' Activities

Ask your parents and some of the oldest people you know whether they studied about government when they were in school, and, if so, what. Show them your textbook, and ask if they had a similar book to help them.

The Apparatus for Voting

All the voting that a person can do in any one year would not take more than six hours of his time unless he happened to be a long distance away from his legal residence at voting time. Simple as voting is in itself, however, it requires much apparatus and many laws and officials to regulate it; for example :

Printed lists of voters.

Booths where each voter can mark his ballot alone.

Printed ballots.

Boxes in which to deposit ballots.

Voting machines.

Officials to give notice of the elections, and to have ballots printed.

Officials to check voters as they appear at voting places.

Officials to count ballots.

Printed list of penalties for breaking the voting laws.

People vote by Parties

In your school clubs a group of pupils will get together and say, "We want Howard Edson for president and Sam Emery for treasurer." Another group will pledge itself to try to elect other boys. Each group is a "party." It is the same in voting for government officials; only instead of small groups of boys and girls there are organized groups of voters called political parties, which maintain offices and hired helpers. The word "party" means a group of people. Political parties are groups of people who choose candidates for government office.

Although there is no limit to the possible number of political parties, actually there are very few. The largest parties today are the Republican and the Democratic. Then there are the Socialists, the Farmer-Labor party, and a few others. Usually, before any party can have the names of its candidates printed on the ballots, it must get a certain number of voters to sign a paper petitioning that Mr. — be made a candidate for office.

Parties try to accomplish Certain Things

Sometimes, in an organization, the thing of most interest is not what person to elect to office but what to do about a certain thing. One year half the members of a village improvement association wanted to buy a piece of land to use as a park; the other half thought it wiser to give the money to the street department toward the paving of some of its worst streets. The members who wanted the park might have been called the "Park party," and those who wanted to spend the money on the streets the "Street party." When it came to electing a new president or other officers, the Park party would choose a candidate who was "for" the park; the Street party would choose a candidate who was "for" the paved streets.

Similar differences of opinion divide the people in government matters. One party in a city wants a new subway; the other thinks a new subway would not solve the problem of crowded streets. The candidates of one party, therefore, are pledged to work for a subway; the candidates of the other party, to oppose it.

Thus a political party is not only a group of voters who try to elect certain men to office, but a group of voters who want to accomplish certain things. When a party leader proposes one or more undertakings or states one or more policies, these are frequently referred to as a *platform*.

Pupils' Activities

1. At the last election at which your parents voted, what were some of the things the different parties were pledged to try to accomplish?
2. Have any of these things been accomplished yet? If not, is any effort being made to accomplish them?
3. What is meant by electing a governor on a "wet" platform?
4. What is the platform of some club that you belong to?
5. Make ballots copied after town or state ballots, and use these in holding various forms of school elections.

Two Steps in Voting

There are two steps in voting. Naming candidates for your party is the first step. Electing certain of these men to hold office is the second step. Candidates for office are chosen by the parties in caucuses, conventions, and primaries.

A *caucus* is the meeting of members of a party to choose delegates to send to a political convention. A *convention* is the meeting of these delegates to decide on the platform for the coming election and to nominate candidates for office. A *primary* is a meeting of voters, belonging to the same political party, at which the first steps are taken toward the nomination of candidates.

Elections occur on days and at places and hours specified by law. The candidates who get the largest number of votes are elected.

Voting, like taxpaying, cannot be done once for all. It must be repeated on every election day. One cannot leave the voting place with a sigh of relief and forget all about the question of candidates. He must watch what the winning candidates do, and must keep informed about persons who will make good candidates at some future date.

What this has to do with helping to run the Government

If you will turn to the first page of this chapter, you will see that the title is "When you help to run the Government." Thus far you have not been learning much about running the government; but you cannot run anything, whether it is an automobile or a government, until you have learned the essential facts about it.

The person who says he wants to help run the government, but will not spend time learning how, is as foolish as the person who says he wants to run an automobile but will not take time to get instruction. Fortunately the government is run by several millions of people. Therefore, if only one

person is uninformed about it, he cannot wreck it. Nevertheless, he can do much harm.

Perhaps you can understand this better if, instead of comparing the government to an automobile, you think of it as a factory full of complicated machinery, where many people are at work. One blundering worker could throw the



This picture suggests some of the things the people must have in mind in voting for local officials—pavements, clearing away snow, traffic control, speed laws, parking regulations. What else?

machinery of the whole factory out of adjustment, and cause delays and annoyance to the other workers; but probably he could not wreck it.

In other words, however great your ignorance, you alone cannot wreck the government; you can merely show yourself a poor workman and slow it down somewhat. But if there are many persons who are very ignorant, the government can be so damaged that all the people will be greatly annoyed and perhaps injured. A nation is no better than its citizens.

Pupils' Activities

1. To understand what can happen when a person attempts to run something he knows nothing about, recall cases where some of the following things have been operated or managed by inexperienced persons: an automobile, an airplane, an oil furnace, a store, a farm, a tractor.

2. If you can operate a radio, an automobile, a motor boat, a harvester, an oil furnace, tell (1) what you had to learn first, (2) how much practice you required before you became expert.

3. If there is a factory near your home or school, or if you know anyone who understands any kind of factory work, find out how it might be handicapped by inefficient and ignorant workers. Get definite instances.

How you help to run the Government

You have seen that there are four parts to the government in which you live: nation, state, county, community. The citizens help to run these by

1. Voting for officials to carry on the work of government.
2. Holding office if elected or appointed.
3. Paying taxes.

You are now preparing for the time when you will help to run the government by studying what each of the four parts of government does, how officials are chosen, what their work is, how money is raised, for what it is spent.

Pupils' Activities

1. You have already made a calendar of election dates. Now add to it the dates on which income-tax blanks must be filed and taxes of all kinds paid.

2. Prepare a large, clear chart of the government officials of your community. Include every official who is elected or appointed. Give not only his title but his name, for example, Board of Aldermen: James C. Barlow, Andrew Fuller, etc. Indicate on this chart when the term of office of each expires. It will be made the work of a committee of pupils to remind the class when the date for election or appointment of a new candidate approaches. Candidates and the duties associated with each office should be discussed.

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS XXI-XXII

Testing Yourself

Test I. Complete the following statements :

1. When we speak of running government, we mean
2. Young people under twenty-one cannot vote for several reasons, one of which is
3. Voting is the most important act the citizen can perform, because
4. Before a person can vote he voting list.
5. One reason why persons who are unable to read and write are excluded from voting is
6. A birth certificate will help a person
7. A political party candidates for office and what the party will try to if its candidates are
8. A citizen who fails to vote, unless something very serious prevents him from voting, is,,

Test II. Take any three of the following reasons given for not voting and show why each of the three is a poor excuse.

1. I am too old.
2. I expect to be out of the state on election day.
3. I'd like to, but I can't leave my work.
4. The man I work for won't let me off.
5. I haven't had time to study up about the candidates.
6. One more vote won't make any difference either way.
7. I am too young.
8. I was born in Russia.
9. I can understand English when I hear it spoken, but I can't speak it or write it.

10. I don't believe in government, anyway.

11. My hand is so crippled with rheumatism that I can't hold a pen or a pencil.

Test III. Lincoln in one of his speeches referred to the government of the United States as government "of the people, by the people, for the people." Explain how the privilege of voting makes this statement true.

Test IV. Give seven of the requirements that a citizen must meet before his name can be placed on the voters' list.

CHAPTER XXIII

DECIDING HOW TAXES SHALL BE SPENT

How Taxes are Spent

Everything which government officials do must be paid for. The money for this must come chiefly from taxes. Here are some of the things for which tax money is spent in every community :

Laying sidewalks.

Laying sewers.

Laying water mains.

Hiring expert officials to see that water pipes, sewer pipes, etc. are in good condition and that proper disposal of sewage is made.

Repairing holes made in streets by frosts of winter or by the ordinary wear and tear.

Marking streets so that the names will be clear.

Keeping ditches in good condition so that water will drain from roads readily.

Constructing new school buildings, keeping old ones in repair, buying coal or oil to heat the school buildings, hiring teachers, etc.

Inspecting milk to see that it is pure, and providing a pure water supply and proper sanitary conditions.

These items suggest only a few of the ways that tax money is used, but they indicate that the things for which it is spent are important. It is worth a great deal to you to be sure that your drinking water and milk are free from typhoid germs, that there will be money enough to heat the school buildings in even the coldest weather, that the letter which you place in the post office will be sent promptly.

To have sufficient funds for such purposes, large sums of money must be collected from the people, and nothing must



Marines at inspection. These men were part of a detachment ordered to protect the mails. Tax money paid for their services

be spent for unimportant things. You would not be satisfied to have so much money allotted to a public Fourth-of-July celebration, for example, that there could be no health inspection, or that your school or public library could not have the books it needed.

As we have seen, the private citizen has no choice as to whether he will pay taxes. He does have some say, however, about the things for which this money is to be spent.

Pupils' Activities

1. Add to the list on the first page of this chapter figures showing how the tax money of your community was spent last year.

2. Since the number of automobiles has increased so rapidly, most communities have had to spend additional money on the police department for special traffic officers. Find out about this expense for your community.

3. Has your community met with any disaster, such as a typhoid, influenza, or infantile-paralysis epidemic, floods, or tornadoes, which required emergency funds? If so, tell how they were secured.

4. It is often more expensive for a family to live in a community where the tax rate is low than in one which has a high tax rate. Can you think why this might be so?

Voting is the Means you use to decide about Taxes

The chief way in which you decide how the taxes shall be spent is through voting. In this same way you decide also what things shall be taxed and who the tax officials shall be.

I. By voting you elect

A. Members of Congress at Washington, who make all the laws which relate to the nation's tax money: how it shall be raised, how it shall be spent, etc.

B. Members of your state legislature, who make laws which decide how the state's tax money shall be raised and how it shall be spent. The state legislature also passes laws determining how counties, towns, and cities can raise money by taxes and what kind of taxes these shall be.

C. Members of the common council, who make laws called ordinances, which specify how much money for community purposes must be raised each year and how this shall be spent.

D. (In some states) members of a county board, who vote how much money the county needs and how it shall be spent.

II. By voting you elect the officials who are to collect the tax money.

A. In the nation this is done by officials of the Treasury Department, none of whom you vote for directly. You vote for presidential electors, however, who choose a president who in turn appoints the chief officials.

B. In some states you vote directly for state treasurer or comptroller and tax commissioners; in other states the governor whom you elect appoints these officials.

C. In the county and in the community you will probably vote directly for tax collector and tax assessors.

III. By voting you indirectly elect officials whose duty is to prevent extravagance.

A. In the nation this is the director of the budget ; in the state, the budget commission ; in the county and community, a similar committee or commission.

IV. By voting you sometimes directly pass a law deciding how tax money shall be raised or spent.

A. For example, in some states the law to tax the sale of gasoline was referred to the people at a general or a special election. On the ballots this law was printed with space for voters to indicate either Yes or No.

Pupils' Activities

1. Find out from newspapers, magazines, or reference books about some law regarding taxes passed recently (1) by Congress, (2) by your state legislature, (3) by your local lawmaking body. Discuss it in class

2. Make a list of the titles of all the tax officials in your state. Keep this in your civics notebook. Set down against the title of each official his duties.

Only Indirectly do you spend Tax Money

Except in towns, villages, and cities, it is only indirectly that the voter decides what shall be done with his tax money. This is not strange. In your clubs is not the spending of money left largely to committees? In your own home is not most of the money spent by your father or mother?

As a voter, if you do not like the things for which the law-makers decide to spend money, and if you do not like the way the officials (such as the board of health and the school committee) do their work, you can vote for different law-makers and officials at the next election.

If you were a business man and intrusted the paying of your bills to your secretary, would you not read carefully his monthly and yearly reports? If you found carelessness or extravagance, you would change your secretary. That is just

what voters must do — scan carefully all reports as to how their tax money is spent, and discharge officials who spend it carelessly or extravagantly.

Pupils' Activities

1. What are the names of the men in your community who this year will decide how local tax money shall be spent?

2. Give the names of the county officials who represent your community and help to decide how your county's tax money shall be spent.

3. Who are the men representing your community this year in your state legislature and in Congress who are deciding about tax money?

4. Find out from your parents or some other voter one instance in which they believe the tax money in your community has recently been wasted.

5. Find out several things for which tax money has been spent in your community. Do the people with whom you have talked believe this was money well spent?

What the Nonvoter can Do

But you are not yet a voter. If you happen to be as enterprising as the girl whom you read about on page 9, you are already paying taxes, but cannot help decide how this money shall be spent. At least you cannot yet talk with a ballot. Is there anything that you can do? Here are some of the things you *might* do:

1. Think out carefully what needs to be done to improve your community. Find out which of the candidates for office stand for this improvement. Then write a letter to your local paper saying that although you now have no vote, you believe the community needs to have such and such things done; and that since the candidates whom you mention stand for these things, you hope good citizens will vote for them.

2. Talk with voters, to learn which of them believe in the measures that you favor. Then try to see that these persons go to the voting places on election day.



Roads like this Oregon highway are expensive and must be paid for by taxes

3. If your parents and teachers approve, prepare placards or posters telling in a few words what you want the people to vote for at the next election.

In attempting any of these things you would, of course, be careful to start activity only in the case of important matters. To stir up discord would be a waste of time and effort. You should select only those matters about which most good citizens are agreed.

Something that Both Voter and Nonvoter can Do

One year a wide-awake alderman of a large city wrote for a popular magazine about some of the ways in which the taxpayers' money was being wasted in that city. It was news to most of the citizens that the head of each department of the city government had an automobile and a chauffeur paid for by the city. Many of the city's taxpayers could not afford to

own an automobile, to say nothing of employing a chauffeur. Naturally they were indignant to learn how their money was being wasted.

This incident suggests how important it is for the voters to get facts. If a wide-awake alderman could find out about



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A homemade rotary letter box in a rural section. This was not paid for by tax money, but it was tax money which paid the rural mail-carrier

one kind of waste, could not a wide-awake civics class do the same thing? And could not a wide-awake voter do it also?

Pupils' Activities

1. Imagine that you are in the place of the girl described on page 9. You sell milk in the next town. All your cows have been tested for tuberculosis, and your stables are 100 per cent sanitary. You know, however, that certain of your customers buy some of their milk from farms whose cattle have not been tested for tuberculosis and whose stables are not sanitary. If any outbreak of disease is traced to milk, your business will be injured, even though your farm is blameless. A law to prohibit the sale of milk from cows that have not been tested for tuberculosis or that are kept in unsanitary stables will protect

you and benefit the people. A bill is to be introduced into your state legislature to bring this about. Many milk dealers and farmers will oppose it. What, as a boy or girl who cannot vote, could you do? What do you think you would try to do? A girl as enterprising as the young farmer to whom we are referring would do something. Try to be as enterprising as she would be.

2. If you live in a city, and the facts given on page 401 apply to your city officials, tell how you would go to work to find out (1) on what authority the officials have obtained these automobiles; (2) how many of these officials actually need automobiles and chauffeurs for their work; (3) how much these things cost the city each year; (4) how much could be saved by doing away with chauffeurs, restricting the use of machines to actual city business, buying cheaper cars.

3. What does your community need that would be of benefit to young people of your age? Does your library have a special room for school pupils? Is there an up-to-date playground and athletic field? Is there a gymnasium in the school building? Think of some feature of this kind that is really needed in your community. Then organize a campaign to urge voters to see that money is appropriated for this purpose. Your campaign will probably include writing letters to your local paper, getting up a petition to be submitted to the mayor or some other official, making charts and posters to show what is needed and why, preparing flyers to leave at voters' houses.

Probably you will not actually circulate these things; but do the work as if all the material were to be so used.

CHAPTER XXIV

SOME THINGS YOU SHOULD KNOW ABOUT TAXES

While you have in mind the importance of reaching the earning days when you can pay taxes, you should learn something about when and how you will pay these taxes.

Three Sets of Taxes: National, State, Local

Since there are certain things which the national government does for us and other things that the state, county, and community do, we have to pay national, state, and local (county, village, city, town) taxes.

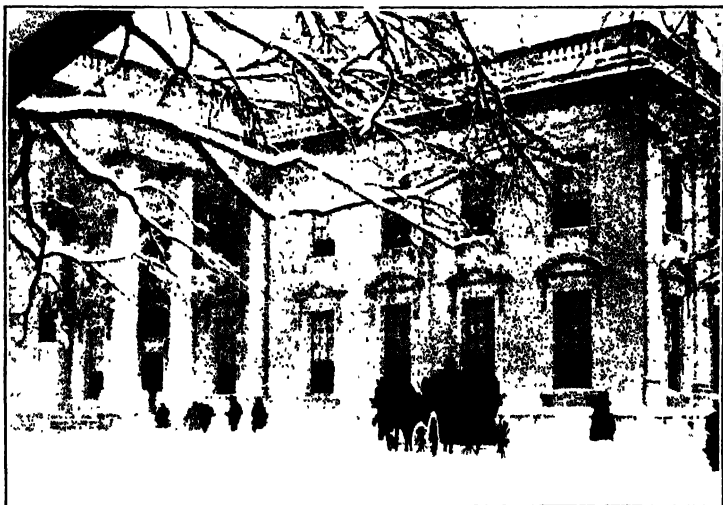
Paying Taxes to the National Government

Today the expenses of the national government are met largely by

1. Taxes on salaries, wages, and business profits called *income taxes* (these are referred to also as internal-revenue taxes).
2. Taxes on certain articles manufactured in this country, — patent medicines, chewing gum, cigars, etc. (these are called *excises* and are also referred to as internal-revenue taxes).
3. Taxes on imported goods, that is, goods from foreign countries (these are called *tariff duties*).
4. Taxes on certain inheritances.

To collect internal-revenue taxes — that is, taxes on salaries, business profits, and manufactured goods — the United States has been divided into sixty-six districts, called internal-revenue districts, in each of which is a central office in charge of officials of the Treasury Department. All taxes to be paid to the national government by the people in each district are sent by mail to this office or are paid in person there.

Each year all persons receiving an income over a certain amount must fill out a blank prepared by the Treasury Department and return it to the nearest internal-revenue office of the United States, telling how much their income for the past year has been, and how it was obtained. Each person whose income is large enough to be taxed must inclose with



The best-known home in the United States is the White House at Washington. Whose money built it and keeps it in condition today?

his statement either a first installment of the tax or the entire amount. These blanks and tax payments have to be in the hands of treasury officials on or before March 15. After a few weeks or months each taxpayer receives from the government a receipt for his payment. If the taxpayer has made a mistake in reckoning his tax, this is pointed out, and a correct bill is sent.

If you had to fill out one of these tax blanks, you would take pride in making your writing very clear, in answering all the questions accurately, and in making your addition,

multiplication, and subtraction correct. Thousands of returns show poor handwriting and are incorrectly filled out. You would like to think that the official who examined your return would say, "Well, *he* knew how to do a good piece of work!"



It takes much tax money to keep a record of all births, deaths, and marriages. Do you think such money well spent? Why?

Taxes on manufactured goods are paid by means of stamps which look like postage stamps. Manufacturers of certain articles, such as alcohol, cigars, cigarettes, patent medicines, and perfumery, must purchase these stamps from one of the internal-revenue offices, and must attach them to the goods before these leave the factories. Although manufacturers buy these stamps, they add the cost of them to the price of the goods, so that it is really the buyers of these articles who pay the tax.

To collect the taxes on foreign goods, there are customs offices at every port at which foreign vessels dock. Taxes on articles bought from foreign countries are paid by the buyers. These persons are notified when anything addressed to them has been received at the customs office or the post office. With this notice is a bill stating the amount of the tax. This must be paid before the officials will release any article purchased in a foreign country.

When you buy a taxable article — for example, a pair of gloves from England or a pair of field glasses from Germany — directly from a foreign country, you pay the tax to customs officials. On the other hand, when you buy this foreign-made article from a store in this country, the store has already paid the tax, and you hear nothing about it. The storekeeper, however, has included the tax in the price you pay for the article, so that it is you who really pay the tax.

Many articles made in foreign countries are not taxed here. Which articles shall be admitted free and which must pay a tax is decided by Congress in its tariff laws.

Pupils' Activities

1. Where is the nearest internal-revenue office?
2. Suppose that you are the girl referred to on page 9 and have made \$4000 on your farm this year. What would be the amount of the tax you would have to send to the Collector of Internal Revenue?
3. Get a Federal tax blank, fill it out as if you were this girl, make out a dummy check to send to the collector, and address the envelope properly.
4. If possible, bring to class one article to which has been attached an internal-revenue stamp. Does your nearest drug store or grocery store sell articles bearing these stamps?
5. Get from your post office a copy of one of the blanks which the post office uses in notifying you of the receipt of a parcel from a foreign country addressed to you.
6. How many articles do you own which have been taxed? Who paid this tax?

Paying Taxes to the State

In one sense all taxes except those levied by the national government are state taxes; for no community, whether it is a great city or a small village, has power to make tax laws or collect taxes unless such power has been definitely given it by the state. Therefore when a person pays a dog tax, or secures a license to peddle goods on the street, or pays a tax

on his home, he is really paying a state tax; for the tax was authorized by the state legislature.

We are accustomed, however, to think of the state taxes as of two kinds: (1) taxes paid directly to the state and (2) taxes paid directly to the community or county.

Taxes paid directly to the state are usually

1. *Income taxes.* All persons whose yearly income from all sources is over a certain amount must, in some states, pay a tax on this income directly to the state.

2. *Inheritance taxes.* All persons who inherit money or property whose value exceeds a certain sum must, in some states, pay a tax on this inheritance directly to the state.

3. *Corporation taxes.* Men who form a corporation to conduct a business of any kind must, in some states, pay a tax to the state.

4. *Franchises.* Any public-utility company (for example, an electric-light and power company, a bus or a street-railway company) which is given permission to do business in the state must, in some states, pay for this privilege (called a franchise) a yearly tax.

5. *Registration and license fees.* In most states every person owning an automobile, a motor cycle, or a motor boat must secure a registration number, for which he pays directly to the state a sum varying according to the kind of machine. This tax is usually known as a registration fee. Each person operating an automobile must secure a license, for which a fee is paid.

6. *Miscellaneous taxes,* such as a tax on gasoline, which is paid directly to the state by the sellers of gasoline; a tax on insurance companies, each company paying directly to the state a certain percentage of the money received from premiums; etc.

Pupils' Activities

1. Get copies of the blanks which persons must use in giving information to the state about incomes and inheritances.

2. If your state has an income tax, consult your state constitution to find the paragraph or section which permits this.

3. Suppose that you have just received a legacy of \$20,000 from your grandfather. What would be the amount of the inheritance tax that would have to be paid on this legacy in your state? Since you

are not of age, you yourself would not make out the blank and sign it. Who would do it for you?

4. The sum of money obtained from an income tax is very great. If your state does not have such a tax, how does it raise the money it needs?

Paying Taxes to the Community or County

Taxes paid directly to the community or county are of many kinds, but in most states the principal ones are

1. *Tax on real estate (land and buildings).* This is the tax by which the greater part of the tax money is raised in most states. Not all land and buildings, however, are taxed. Land and buildings owned by the national government (post offices, customhouses, forests), buildings owned by the state and local government (statehouse, court-houses, city halls, public schools), and certain other kinds of property, such as churches, libraries, schools, and cemeteries, are exempt from taxation in many states. In some states all state-owned property is exempt from taxation.

2. *Tax on personal property.* All the personal belongings of an individual, such as jewelry, automobiles, furniture, clothing, if their value exceeds a certain amount (usually \$1000 or more), are taxed in some states.

3. *Licenses which grant a person permission to sell or to do certain things.* In one state the following are some of the persons who are obliged to secure a license if they wish to engage in certain occupations:

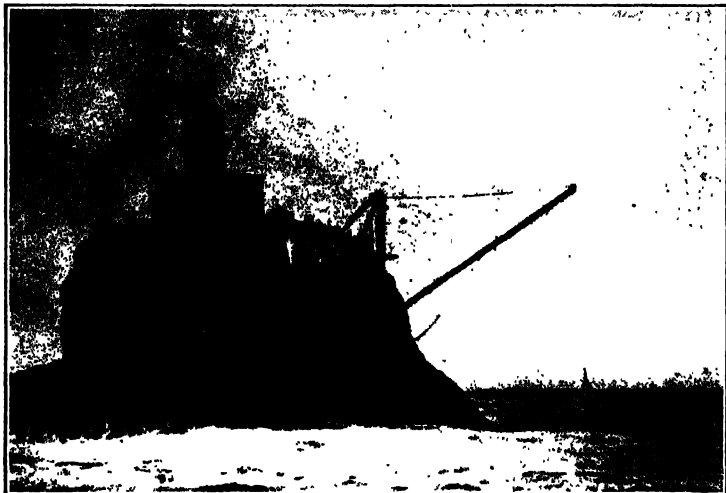
Persons conducting bowling-alleys	\$10
Dealers in playing-cards	20
Managers of concerts to which admission is charged	10
Sellers of eyeglasses	5
Fortune-tellers	50
Fruit-sellers	10

4. *Special assessments for improvements which benefit private property.* When sidewalks are improved, sewers laid, or a water system installed, part of the expense of this work is frequently charged to the owners of the land and buildings affected by these changes. These taxes are known as assessments.

5. *Special franchise.* Public-service corporations which serve many different communities pay taxes directly to the state; but electric-

light and power companies, street railways, and similar companies which serve a single community, usually pay the community for this privilege (called a franchise) a tax.

6. *Water tax.* In most communities all the current expenses of furnishing water to homes and business establishments are met



There must be lighthouses, lighthouse-keepers, and men to carry supplies to these lighthouses. All this costs money

by a water tax levied on each property-owner, the amount of the tax paid by each person being in proportion to the water used.

7. *Poll tax.* In some states a tax is levied on all voters or on all persons of voting age.

Pupils' Activities

1. Which of these taxes are paid in your state?

2. On what date this year must each tax be paid in your community? Where must the tax be paid? Assume that you must pay several of these taxes. Make out a dummy check to pay for each, and address to the proper official the envelope in which the check would be sent.

3. If you should fail to pay any one of these tax bills, what would happen? When would this happen?

Where is Tax Money Kept?

Large sums of tax money are collected within a few days' time. Millions of dollars are paid to the United States government every year in March. What happens to all this money?

Each part of the government — nation, state, county, community — has an office known as the treasury, whose chief official is called treasurer or comptroller. All tax money is received at this office; a record is made of it there; a receipt is sent each taxpayer; and the money itself, like that of all careful citizens, is placed in a bank. Every treasurer's office, of course, has a strong vault in which money is kept until it can be transferred to a bank.

The government distributes its funds among several banks. It is the Secretary of the Treasury

at Washington, and the treasurers of your state, county, and city or town, who attend to placing tax money in different banks. You saw in Chapter X that the national government controls twelve banks called Federal Reserve Banks. The government keeps the people's tax money in these, or lends it for short periods, until it is needed for government expenses. But there are no banks which belong to the state, county,



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Even modern electric lights require the attention of certain workers, who must be paid

city or town. All tax money collected by states, counties, and communities is placed in private banks of good standing.

Only the treasurer or a similar official can take government money out of these banks. He checks it out to pay the bills of government. For every dollar of the taxpayers' money checked out of a bank, the treasurer must have received a written order from the proper government officials. He has no power to say how much money shall be raised nor how any of it shall be spent. He is merely the trusted guardian of the money — he must keep it safe until he receives orders to pay it out.

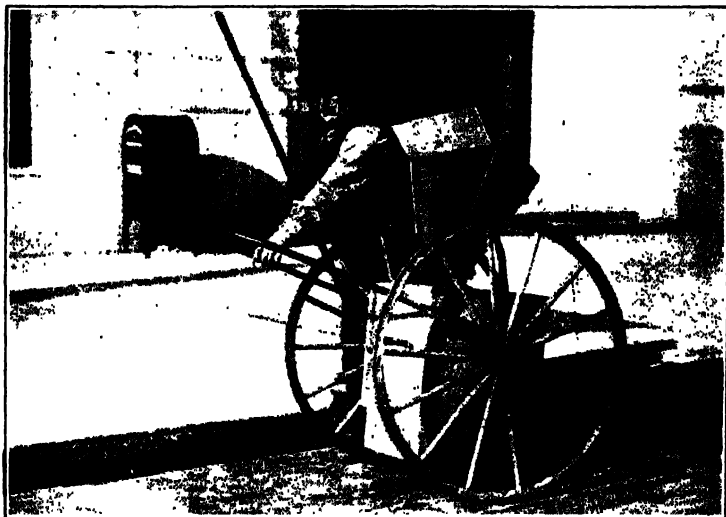
Checking up the Treasurer

For the government there is the same kind of official that every responsible business employs — an auditor. This official goes over the accounts of the treasurer to make sure that receipts have been entered correctly and that expenditures have been made only according to law. Each year the treasurers make reports to the people, addressing these reports to their superiors — the president in the national government, the governor in the state government, the board of supervisors or commissioners in the county and the mayor, trustees, or selectmen in the community. To each treasurer's report is added a statement by the auditor saying that he has examined the report and found it correct.

Saving Money for the People through the Budget

The simple little word "plan" has magic in it. The right plan means success; the wrong plan means failure. If you have a good plan mapped out for earning, saving, and spending you are pretty sure to come out well. It is the same with your family, your town, your state, and the nation. Without careful planning there will be a waste of money and general dissatisfaction.

The government, like many families, has not always worked out the best plan for getting, saving, and spending money. But it has made a beginning. It now plans its spending through the budget. The budget is a list of future expenses. Each year the national government and most of the state and community governments, through special officials or



In some communities all street-cleaning is done by modern power machines. What kind of communities would find it more profitable to use old-fashioned street-sweepers?

committees chosen for that purpose, make out lists of the necessary future expenses. These lists are then voted on by Congress, the state legislatures, and local lawmakers.

There is now a budget bureau connected with the Treasury Department at Washington. The head of this bureau is known as the director of the budget. He is appointed by the president and is responsible for getting together each year's estimates of the money needed to run the various departments. This is a big task. When it is completed he makes his

report to the president. The president sends this to the House of Representatives. The House proceeds to discuss, amend, and revise it, so that the money which is finally appropriated may not correspond at all to the original budget.

What you should Remember about Taxes

The essential facts about taxes are :

1. Without taxes there could be no government.
2. Therefore it is inevitable that the people be taxed to pay the expenses of government.
3. Taxes are laid through laws made by Congress and the state legislatures.
4. Taxes are paid annually by the people at times and places specified by law.
5. The tax money is turned over to an official called treasurer or comptroller for safekeeping. He can pay it out only on written orders from the proper officials.
6. The government puts tax money in banks for safekeeping until it is needed. Money collected by the government at Washington is kept in the Federal Reserve Banks. Money collected by the states, counties, and communities is placed in private banks.
7. It is easier for the government to get money than it is to spend it wisely. To help in spending it wisely there are budget officials who draw up plans of necessary expenses each year, so that lawmakers can vote intelligently on how much money to raise.
8. There are only two ways that the people can repay the government for what it does for them — pay taxes, render service. Both are a part of being a good citizen.

Pupils' Activities

1. Suppose that your class has been asked to prepare a small pamphlet of information for foreign-born citizens about when and how to pay taxes in your community. Make your statements brief but clear.
2. Be prepared to discuss each statement included in the list of "essential facts about taxes" given above.

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS XXIII-XXIV

Testing Yourself

Test I. List at least ten kinds of community service that must be paid for by taxes.

Test II. The Constitution of the United States had to be amended before government could tax people's incomes as it does today. With book open give the number of the Amendment that permits taxation of incomes and quote one sentence from it.

Test III. Either defend or attack these statements :

1. Only luxuries should be taxed.
2. All the people who are helped by government should pay something towards its support.
3. Only citizens who have children in school should pay the expenses of the public schools.
4. A tax-dodger is trying to steal from the government.

Test IV. You have been studying about several kinds of taxes — excises, income taxes, tariff duties, corporation taxes, real-estate taxes, licenses, registration fees, etc. Consider each of the following instances, decide what kind of tax the person should pay under the conditions stated, and write the name of that tax after the statement.

1. Mr. Ellis has a net profit from his business of \$10,000.
2. Jack Austin's father bought a dog for him.
3. The Union Trolley Company has obtained the right to run its cars in Forest City.
4. Professor Bailey has a salary of \$8000 a year and royalties of \$4000 a year from the books he has written.

5. Esther Ames has bought a new automobile.
6. The Caravan Company manufactures various kinds of patent medicines.
7. Mrs. Esten is entering the port of New York and has declared that she has bought some jewelry and a piece of tapestry in Paris.
8. Each of the children in the Renfrew family has inherited \$12,000 from their grandfather.
9. Mr. Sawyer owns a motor boat.

CHAPTER XXV

HOW THE NATION IS SUBDIVIDED

Where do you Live?

You live in a community, a county, a state, a nation. For instance, if your home is in Dallas, Texas, you live in the city of Dallas, the county named Dallas, the state named Texas, and the nation named the United States of America. In other words, the place you live in has, as a rule, four different names. And this is true — with a few exceptions — of every person in the United States. Wherever you go in the United States (except as stated below)¹ you will find yourself in a community, a county, a state, and the nation.

What are These Places in which you Live?

What is a community, a county, a state, a nation? You cannot see a county, state, or nation. All you can see are hills, fields, brooks, trees, people, houses and other buildings. You could not truthfully say, "I've seen the state of Florida." You might say, "I've seen parts of the rivers, fields, some of the houses and people of Florida." You never see a whole county, state, or nation, except on paper, or possibly — in the case of some counties and our smallest states — from an airplane. You can see communities, but many of these are so large that you can see only parts at one time.

¹The people of the District of Columbia live in neither a county nor an organized city, town, or village. They live in the District of Columbia and the United States of America. Washington is a community, but not an organized city. It is only a part of the District of Columbia. The people of the district have no vote — all their affairs are attended to by Congress through a commission of three members.

When you take a motor trip, you see such signs as these :

YOU ARE NOW LEAVING THE TOWN OF ENDFIELD

YOU ARE NOW ENTERING THE TOWN OF WESTFIELD

YOU ARE NOW ENTERING THE STATE OF ARIZONA

If it were not for such signs, usually you could not tell when you left one town or state for another. In ancient times each city or community was inclosed in a wall, so that there was no doubt where one community ended and another began. In geography you learn the boundaries of your state, county, and community, but you can see these only on paper (unless, of course, one or more of the boundaries happens to be a river or a lake or a chain of mountains).

What are these places in which you live but which you never see except on paper? They are all areas which have been measured off to aid the people in governing themselves. We speak of them as divisions of government.

The Community in which you Live

Communities are usually called towns, villages, or cities. In some states counties are divided into townships, and the communities lie within these townships. In such states towns and villages are a part of the townships; but when a community becomes a city it is, as a rule, wholly separate from the township. Cities are usually a part of the county, state, and nation, however. Sometimes a city occupies a whole county or several counties.

Towns, villages, and cities are organized and named by the state legislature. First, of course, there must be a natural

community consisting of a group of people with homes and places of work. When any community is large enough, it may petition the state legislature to organize it as a separate town, village, or city, give it a name, specify its boundaries, and, in the case of an incorporated village or city, give it a charter.



Half of this motor cycle rests on Mexican soil and half on United States soil. Can you tell which is which?

One advantage of an organized community is that the people do not have to depend on distant government officials to attend to streets, water supply, schools, and other matters which affect them closely. They can choose as government officials to attend to these matters persons who live in the community and therefore are familiar with its needs.

Pupils' Activities

1. Draw an outline map of your community and indicate what other communities it touches. Insert this in your civics notebook.
2. Draw a map of the United States and locate your community on it. Insert this in your civics notebook.

3. Compile a list of your principal local government officials and tell what are the important duties of each. Insert this in your civics notebook. (You already have such a list well started.)

The County in which you Live

Your county is an area containing a certain number of square miles. The fact that these square miles are a county



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If this scene were part of your community, who would be responsible for ordering a new bridge to be built?

is of interest chiefly to the people who happen to live within its limits. This is because the people within that area have the same courthouse, the same office for recording mortgages and deeds, and filing wills, some of the same hospitals for the sick, the same jail, the same officials for attending to roads and similar matters. The people of the whole county help to pay for these things and to choose the officials who attend to them.

All states have divided their area into counties (in Louisiana they are called parishes), but the powers and duties of

the county governments of different states vary a great deal. In some states the county does more for the people than the community does, and in other states the opposite is true.

In general, the county does only those things which it would not be profitable or convenient for the community to do. Most communities, for instance, do not need a separate jail or courthouse. Neither do they need a special hospital for the tuberculous or the insane. But every community must have access to such institutions. It therefore usually works well to have only one such institution in each county. When, however, a community is a great city, it frequently needs a prison, a courthouse, hospitals, and other institutions for itself alone. Thus there are county courthouses, county jails, and county hospitals in every county, and, in addition, in some cases there are city courthouses, city jails, and city hospitals for the exclusive use of the cities in which they are located.

Pupils' Activities

1. Place in your civics notebook a map of your state showing the counties.

2. What are some of the advantages of having your state divided into counties? Can you think of any disadvantages?

3. Some people believe that counties should be abolished, all their work being done by either the state or the community. Discuss whether it would be a good thing to have the counties of your state abolished. Before you can discuss this, you will need first to set down just what your county does for you. Find whether it supports any of the following :

- a. A court.
- b. A jail.
- c. A place of safe-keeping for copies of deeds and mortgages, and for wills.
- d. A poorhouse.
- e. A hospital for the tuberculous.
- f. A reform school for wayward boys and girls.
- g. A normal school.
- h. A farmers' institute.

Find whether it does any of these things :

- a.* Build and care for roads (if so, what roads).
- b.* Build schoolhouses (if so, where).
- c.* Conduct schools (if so, in what communities).
- d.* Police roads (if so, where).
- e.* Watch for forest fires.
- f.* Provide assistance for farmers.
- g.* Collect taxes.

The second thing you will need to find out is whether the work of the county overlaps in any way that of the state or community. Repetition of work is usually wasteful. The third thing to do is to estimate the saving that would result if all county officials were abolished and all the institutions and work of the county were taken over by the state or community. See what you can do with this problem.

4. In most states every person lives in both a county and a town, city, or village ; but in Florida there are many persons who live only in a county. Find out whether this could happen in your state. How does it happen in Florida ?

5. Insert in your civics notebook and be able to show on your class-room blackboard a map of your county showing the location of the following :

- a.* County seat.
- b.* County hospitals.
- c.* County jails and other institutions.
- d.* Residence of the farm agent for the county.
- e.* Chief mountains, lakes, forests, and rivers.
- f.* Best farm land.
- g.* Largest towns and cities or largest farms.
- h.* Main railroads and highways.

The State in which you Live

Your state is a definite area containing a certain number of square miles. The fact that these square miles are a state is of interest chiefly to the people who live within that area. This is because the people within the state are governed by one set of officials. The laws are made in the state capitol, and some of the officials who are to carry out the laws have their offices in this building.

States are made by vote of Congress. The thirteen original states were first colonies, organized by England. When they separated from England, each colony declared itself an independent state, and was so recognized by the other states.



If your county has a county agent to assist the farmers, then your state has passed a law authorizing this. The picture shows a county agent on an Oregon farm

The other thirty-five states were admitted to the United States by Congress, most of them first being made territories and later organized into states.

Pupils' Activities

1. When was your state organized? Was it ever a territory?
2. Copy into your civics notebook an outline map of your state and indicate the state capital, your community and county seat; also the principal mountains, lakes, rivers, industrial centers and farming areas.
3. Think of some of the advantages of having the United States divided into states.
4. Are there any disadvantages of living in a nation divided into states? Are other nations divided into states?

5. What does your state government do for you? To find this out, you will need to make a list of the government departments and bureaus of your state. Add to or change the following list to make it fit your state. Arrange it alphabetically.

Department of Health
Department of Agriculture
Budget Commission
Board of Charities
Civil-Service Commission
Department of Education
Conservation Commission
State Hospital Commission
Commission of Immigration

Department of Labor
State Library Commission
State Commission of Prisons
Public-Service Commission
State Tax Department
Banking Department
Insurance Department
Tenement-House Commission
Department of Public Works

The Nation in which you Live

The nation is a definite area of land comprising all the states, all the counties, all the communities. Just what the boundaries of the nation are has been set down in treaties made with England, Spain, and other countries. The nation is really a big state, as large as the forty-eight states and more powerful than any single state within it.

No state can make laws for any other state; no community can run the affairs of any other community. But the nation can make laws for all the people, all the states, all the communities. This is fair, because all the people help to choose the men who make the laws for the nation. It is also necessary; for the desires and welfare of the people of different states frequently conflict, and unless there were some authority higher than any state, endless trouble would result.

The plan of the makers of the national government was to have the national government do for the people only those things which could not be done so well for them by the states. What are these things? Some of them are as follows:

1. Protecting them from foreign enemies.
2. Making agreements with foreign countries to allow our people to trade with their people, to allow our ships to enter their harbors, etc.
3. Settling disputes between states.

4. Making communication between states easy and safe through post-office service and roads.
5. Preventing any state from oppressing any of its citizens.
6. Issuing money which all the states must accept and use.
7. Making each state pay its share of the expenses of defense, etc.

Pupils' Activities

1. What was the last state to be admitted to the Union? In what year was this?
2. Turn to the Preamble of the Constitution at the back of this book and tell what the nation is supposed to do for the people.
3. The work of the national government is done through various departments, bureaus, and commissions. The following are the departments. See how many bureaus and commissions you can add to this list.

DEPARTMENTS

State	Post Office
War	Interior
Navy	Agriculture
Treasury	Commerce
Justice	Labor

4. Which of these departments do for the people the things mentioned in the text above (1-7)?
5. In what departments are these bureaus or offices: forestry, education, child welfare, public health, customs? (See Chapter XXIX.)

Why is the Government divided into so Many Parts?

You have seen what these different divisions of the government are. But how did they come about? This is an interesting story. The first white people to come to this country to make permanent settlements were granted certain areas of land by the English king. The location and boundaries of these areas and how they were to be governed were written down on large sheets of parchment by some official of the king. These documents, called charters, were given to the men who were to take charge of the settlements. Each colony received a charter.

Scattered settlements were soon formed in the colonies. Naturally, then, the people needed two sets of government officials — colonial officials to attend to the affairs of the whole colony, and town officials to attend to the towns' needs.

At first only two sets of officials were necessary. As the years passed, however, new communities were made here



One of the first buildings erected in a new oil town was a jail. Was it the town or the county, do you think, that paid for this?

and there, and the settlements became so numerous and so widely scattered that town and colony officials could not attend to all their needs. Therefore colonies were divided into counties, each county usually including several towns. Thus county government officials came into existence. In some colonies, from the beginning the people were so scattered that they did not need town officials; therefore county divisions were made very early. In some states the county still remains the chief subdivision of the state.

Gradually, from 1607 to 1776, the number of separate colonies increased until there were thirteen. Still there were

only three sets of government officials — town, county, and colonial. There were no national officials, because the colonies were not united into a nation. Each was still a separate colony of the British nation. The English king and Parliament, however, had much to say about how the colonies should be conducted. The first great change came when the colonists went to war with England in 1775. Each colony then declared itself a state independent of England. Then for the first time there were the three subdivisions we are most familiar with :

instead of community, county, *state*,
 community, county, *colony*.

Still there was no American nation. .

The first step toward making a nation came in 1777, when the thirteen states united in order better to wage war with England. They called this union a *Confederation*. But this confederation was not a real nation, for the states remained separate. Finally, in 1787, six years after the states had won the war, they changed their confederation into a real nation. They did this by giving up enough of their power to make a central government stronger and more powerful than any one of them. Thus the thirteen states became a nation.

The new nation was called the *United States of America*. Virginia was still Virginia, Massachusetts was still Massachusetts, Boston was still the town of Boston, in the county of Suffolk in the state of Massachusetts. But, in addition, Boston was a town in the United States of America. The whole story could be told in this way :

Before 1777	After 1777
1. Mr. Samuel Adams	1. Mr. Samuel Adams
2. Boston	2. Boston
3. Suffolk County	3. Suffolk County
4. Province of Massachusetts Bay	4. Massachusetts
	5. United States of America

Thus it has come about that you now live in a community, a county, a state, and a nation. This reads as if you could live in four different places. The fact is that you live in one place called a community, which is a part of a county, a state, and a nation.

How did the Nation of 13 States become a Nation of 48 States?

How did the 13 states become the present nation?

ORIGINAL COLONIES

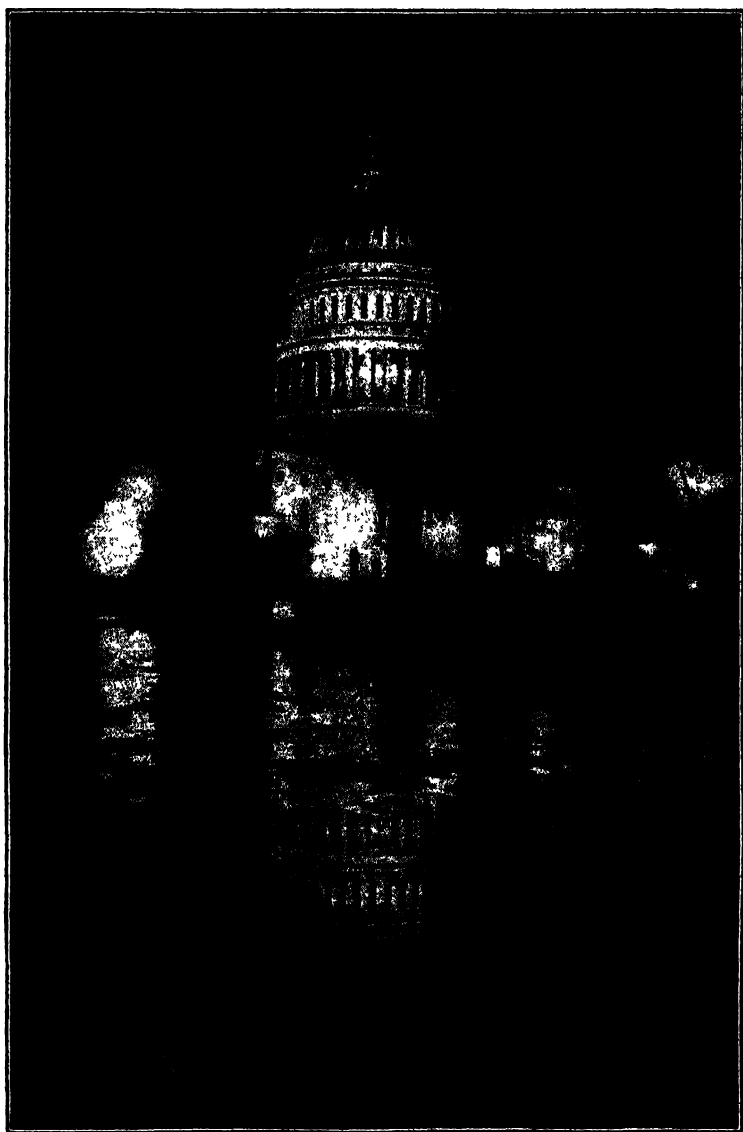
1. New Hampshire
2. Massachusetts
3. Rhode Island
4. Connecticut
5. New York
6. New Jersey
7. Pennsylvania
8. Delaware
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia

STATES ADDED TO THE NATION SINCE 1787

- | | |
|-----------------------|--------------------------|
| 1. Vermont (1791) | 19. Minnesota (1858) |
| 2. Kentucky (1792) | 20. Oregon (1859) |
| 3. Tennessee (1796) | 21. Kansas (1861) |
| 4. Ohio (1803) | 22. West Virginia (1863) |
| 5. Louisiana (1812) | 23. Nevada (1864) |
| 6. Indiana (1816) | 24. Nebraska (1867) |
| 7. Mississippi (1817) | 25. Colorado (1876) |
| 8. Illinois (1818) | 26. North Dakota (1889) |
| 9. Alabama (1819) | 27. South Dakota (1889) |
| 10. Maine (1820) | 28. Montana (1889) |
| 11. Missouri (1821) | 29. Washington (1889) |
| 12. Arkansas (1836) | 30. Idaho (1890) |
| 13. Michigan (1837) | 31. Wyoming (1890) |
| 14. Texas (1845) | 32. Utah (1896) |
| 15. Florida (1845) | 33. Oklahoma (1907) |
| 16. Iowa (1846) | 34. New Mexico (1912) |
| 17. Wisconsin (1848) | 35. Arizona (1912) |
| 18. California (1850) | |

All this territory within the 48 states was acquired by purchase, by seizure, or by conquest. But new areas were not at once divided into states. Much of the land was occupied for years only by Indians and trappers.

When any particular section began to be settled, a name, such as "Kansas," was given to it. But it was often many years before such an area was made either a territory or a state. Most sections were first organized by Congress into territories and then into states. The governor of a territory was appointed by the president. The governor of a state is elected by the people.



The capitol at Washington represents the whole nation. In it senators and members of the House of Representatives meet to make laws for all the people

Pupils' Activities

1. What is the difference in meaning between the words *territory* and *state*?

2. If you live in a state listed in the second or third columns, trace its ownership from the time when only the Indians claimed it to the year it was admitted as one of the states of the United States. The following outline about Wisconsin will help you in doing this:

a. The region now known as Wisconsin was first settled and held by the French.

b. After long years of warfare in America, on the sea, and elsewhere between England and France, by a treaty of peace known as the Treaty of Paris it became in 1763 an English possession.

c. After the Revolution, by the terms of the treaty (1783) with England, it became a part of the United States, but the British continued to exercise local authority there.

d. It was a part of the old Northwest Territory from 1787 to 1800; of Indiana Territory from 1800 to 1805; of Michigan Territory from 1805 to 1809; of Illinois Territory from 1809 to 1818 (in 1816 the United States, with the aid of its army, formally established its authority in the territory); in 1818 of Michigan Territory.

e. When, in 1837, Michigan became a state, Wisconsin, including the present states of Iowa, Minnesota, and parts of the Dakotas, was made a territory. During the next ten years the population increased greatly.

f. In 1847 Congress passed a bill providing for the admission of Wisconsin as a state; and after a state constitution had been prepared and adopted by the people, it was formally admitted to the Union on May 29, 1848.

The United States has Possessions

The nation which is called the United States of America has certain possessions, some of which lie many thousands of miles away. You have learned about these in your textbook of history, but here it will be interesting to recall the names of these and a few facts about them.

1. *Alaska* is a large-sized piece of the "American roof" which was purchased from Russia in 1867 for \$7,200,000. The westernmost point of Alaska is only fifty miles distant from Siberia, and when a solid field of ice forms in the Bering Strait, North America and Asia are joined. Geologists tell us that ages ago dry land connected them.

2. The *Hawaiian Islands*, consisting of twenty islands, some of which are inhabited, were the next large piece of the outside world that we acquired. For many years the large number of American residents in these islands had been desirous of having them annexed to the United States. Finally, in 1898, three months after the beginning of the Spanish-American War, a treaty of annexation was signed in Washington by representatives of the Hawaiian government and the United States.

3. In 1898, at the end of the Spanish-American War, Spain by treaty agreed to sell us the *Philippines*, consisting of more than 3000 islands. We paid for them \$20,000,000 and the cost of transporting the Spanish soldiers back to Spain.

4. *Porto Rico* and several small adjoining islands, like the Philippines, came into the possession of the United States in 1898 as a result of the Spanish-American War.

5. The *Panama Canal Zone* is a strip of land in Central America ten miles wide, extending from ocean to ocean, which, with a number of small islands, was "leased" by Panama to the United States by treaty in 1904 for a cash payment of \$10,000,000 and an annual rental of \$250,000, beginning in 1913. By the terms of the lease the United States has as complete possession as if it owned the land outright.

Besides these more important areas the United States owns many other islands, some so tiny that from an airplane they seem hardly more than freckles on the face of the ocean.

1. *Laysan Island* is a small island two days' journey west of Honolulu. The albatross makes this a nesting place, and our government gives it the protection of the navy.

2. Midway between the United States and Japan are two islands called the *Midways*, one of which is the home of between twenty and thirty Americans who are employees of a cable company.

3. *Guam* is one of a group of islands in the Pacific called the *Ladrones*, formerly owned by Spain, but ceded to us after the Spanish-American War. The island is now the relay station for four lines of cableways and is also important to the United States for its good harbor.

4. The large group of *Samoan Islands*, only part of which belong to the United States, lie in the Pacific Ocean. Of these the most important is Tutuila, which has one of the best harbors in the Pacific.

5. In 1917 the United States bought from Denmark for \$25,000,000 a group of islands known as the *Virgin Islands*, which lie about fifty miles east of Porto Rico. Thus far the American people have done practically nothing to develop them.

6. Some of the stray islands owned by the United States in the Pacific are the *Marcus* and *Wake* islands, and to the south of these the *Howland* and *Baker* islands.

All these parts of the outside world have been secured through treaties with other countries. Such treaties are much like bills of sale. They state the terms of sale or of annexation, how and when the owner is to turn over the property to the United States.

Every possession of the United States, whether a tiny rocky island or a whole archipelago, is at first placed under naval supervision. Naval men not only protect the inhabitants but take the first steps in cleaning things up, starting schools, and regulating work life. For large possessions Congress later organizes regular civil government, but in the case of small islands year after year the navy acts as protector, cleaner-up, school supervisor, and performs all the other acts of government. For each possession a code of laws, which corresponds somewhat to a state constitution, is eventually drawn up by Congress.

Alaska, the Hawaiian Islands, the Philippines, and Porto Rico have a governor appointed by the president. The people send a representative to Washington, but he has no vote in Congress. They elect representatives to their own legislature (which consists of two houses). Congress has given the legislature of these four territories power to make specified kinds of laws to meet certain local needs and conditions. The Panama Canal Zone is under the supervision of a governor who is an army officer appointed by the president, and is managed much as are our small island possessions.

Before the United States purchased Alaska, the native Eskimo tribes had depended chiefly on hunting and fishing,

but through the efforts of the United States large numbers of reindeer were imported from Siberia and distributed throughout the most desolate Eskimo sections. Now the reindeer ranches are the chief sources of livelihood of many Eskimo settlements, and one of the strange duties of the superintendents of schools, as they make their long, dangerous trips



Three Washington senators — a part of the group of men who make laws for the people of the United States and of our possessions

through their district, is to inspect the reindeer herds and report to a government official at Washington on their condition.

Several times the United States government has moved whole villages to locations where the people could find more opportunities for work. At one time a new settlement called Noorvik was established by moving the village of Deering from the bleak seacoast to a fertile tract on the Kobuk River, where there were large supplies of timber, fish and game, and abundant grazing land for reindeer herds. Here, with their increased opportunities for work and under the leadership of

teachers trained in the United States, the Eskimos in two years' time built up a community of streets, single-family houses, gardens, a sawmill, an electric plant, and a mercantile company. In many other ways the United States has helped to develop the work life of Alaska. It has built 479 miles of railroad, 980 miles of wagon roads, 2991 miles of trails, and 629 miles of winter sled roads.

**How often do you realize that you live in a State,
a County, or a Nation?**

Perhaps you do not realize that you live in a state until your father has to pay a tax of two or three cents a gallon for the gasoline he uses in his automobile. Then you remember that it is the state which taxes gasoline to help to pay for the roads. You are also reminded of the state when your father makes out his income-tax statement to send to the state treasurer, and when you read of the coming election of a governor and other state officials.

You may forget that there is such a thing as a county until you bump along over a piece of worn-out road and someone says, "Why doesn't this county have better roads?" Then you remember that it is the county that builds and repairs certain of the roads. Or perhaps the event that reminds you of the county is mortgaging your house; then you hear your father speaking of recording the mortgage at the county courthouse. Or it may be that someone in your community has been sent to the county sanitarium to fight tuberculosis, or to the county jail for stealing.

Probably you are reminded of the nation more frequently than of state or county; for the national flag flies over your schoolhouse, your post office, and many public buildings.

You learn more readily about the things that you can actually see or hear or touch. The fact that you can't see your nation or state or county makes it difficult for you to

understand what they are. That is why textbook study is necessary. You come to understand them through written descriptions.

Why These Divisions do not result in Confusion

Is it surprising to you to think of the work of government as divided into these four parts? Why is there not endless confusion? Why doesn't the president do some of the things the governors expect to do? How does a county official know what his duties are?

The answers to these questions are simple. You already know them. For each division of the government there is a plan or guide.

1. *The guide for the national government* is called the Constitution of the United States. This was made in 1787 in Philadelphia, and nineteen changes or amendments have since been made.

2. *The guide for the state government* is called a state constitution. There are forty-eight state constitutions, one for each state, made by the state itself before it was admitted into the Union. Some of these state constitutions have been revised, and all of them have been amended. The amendments are made by the people of the state, through the vote of the legislature and the referendum.

3. *The guide for county government* is a group of county laws made by the legislature of each state.

4. *The guide for community government* is a group of community laws made by the legislature of each state, plus laws (usually called ordinances) made by the communities themselves.

5. *An additional guide for city government*, and sometimes for villages, is a *charter* issued by the state legislature.

It is because of these five guides that we know what are the duties of each part of the government. The Constitution for the nation tells clearly what powers and duties the nation shall have and what powers and duties the states shall have. The state constitutions tell clearly how the states shall exercise their powers, and what powers and duties the counties and the communities shall have.

Pupils' Activities

Find in the Constitution of the United States (which is printed in the Appendix, on pages i-xvii) the paragraphs that tell (1) what powers the nation has, (2) what powers the nation does not have; and make a summary of the nation's powers and duties similar to that given below for the states.

WHAT THE CONSTITUTION HAS TO SAY ABOUT THE STATES***Powers given the states by the Constitution***

1. Sending two senators to Congress.
2. Sending representatives to Congress, the number being based on population.
3. Choosing electors to vote for president and vice president.
4. Training militia and appointing officers of the militia.
5. Making laws to help to enforce prohibition.
6. All other powers not given to the national government and not forbidden to the states.

Powers denied the states by the Constitution

1. To lay an export or import tax or duty (without the consent of Congress), unless goods so taxed have to be inspected by state officials, in which case the duty or tax must be only what is necessary to pay the cost of inspection.
2. To make a treaty, form an alliance, or, without the consent of Congress, enter into any agreement with another state or with a foreign country.
3. To coin money or issue paper money.
4. To make anything but gold and silver coin legal payment for debt.
5. To pass any law which will affect the validity of contracts.
6. To deprive any person of life, liberty, or property except by law.
7. To pass or enforce any law which takes away any of the rights and privileges of citizens of the United States.
8. To deny any person the equal protection of the laws.
9. To deprive women of the vote.
10. To require a religious test for officeholders.
11. To keep troops or warships in time of peace, or engage in war without the consent of Congress unless actually invaded or in immediate peril.

12. To pass laws contrary to the treaties and laws of the United States.
13. To separate into two or more states or combine with another state without the consent of the legislatures of the states affected and also of Congress.

Special requirements laid upon the states by the Constitution

1. To respect and honor all laws and court decisions of other states.
2. To give to citizens of other states all the privileges and rights granted to their own citizens.
3. To surrender, upon request of another state, a person accused of crime in that other state.
4. To require all legislative, executive, and judicial officials to take an oath to support the Constitution before assuming office.

Special powers given Congress affecting the states

1. Only Congress has power to create a state.
2. The consent of Congress must be obtained if two states wish to unite or if one state wishes to separate into two or more parts.
3. All forts, docks, and reservations which belong to the United States are governed or regulated by Congress.
4. Congress must require each state to have a republican form of government.
5. Congress must protect the people of each state from outside enemies and also from mobs, riots, and other forms of violence within the state, on application of the state legislature or, if that is not in session, of the governor.
6. Congress prescribes regulations that must be followed by each state in training its militia.
7. Congress has power to revise and control any state law which lays a tax on an import or export.

CHAPTER XXVI

THE MEN WHO RUN YOUR GOVERNMENT

Who Are They?

In the group of faces on the opposite page you will find a former president of the United States, a governor of one of our states, a judge of the Supreme Court, and a senator at Washington.

Unless you happened to recognize these faces, you could not tell the judge from the president, the governor from the senator. This is not strange; for the men who run our government are private citizens most of their lives, and government officials for only a few years.

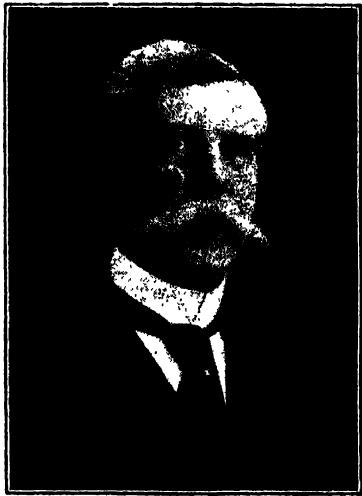
The People run their Own Government

In the United States the people run their own government; but 120,000,000 people would get in each other's way and waste a great deal of time if they were all busy attending to the work of government. What the people do is what all business men do — hire someone to attend to part of the work for them. Business men try to find ablest assistants possible. Those who assist in the work of government are chosen by the people at elections. The act of choosing is called *voting*.

Just as the man at the head of a business hires a few of his most important helpers himself but leaves to some assistant the hiring of others, so the people choose some of the persons who are to run the government for them, but leave to certain of these the selection of a larger number. That is why the people vote for only a small number of officials at election time — some of those whom they elect are expected to choose



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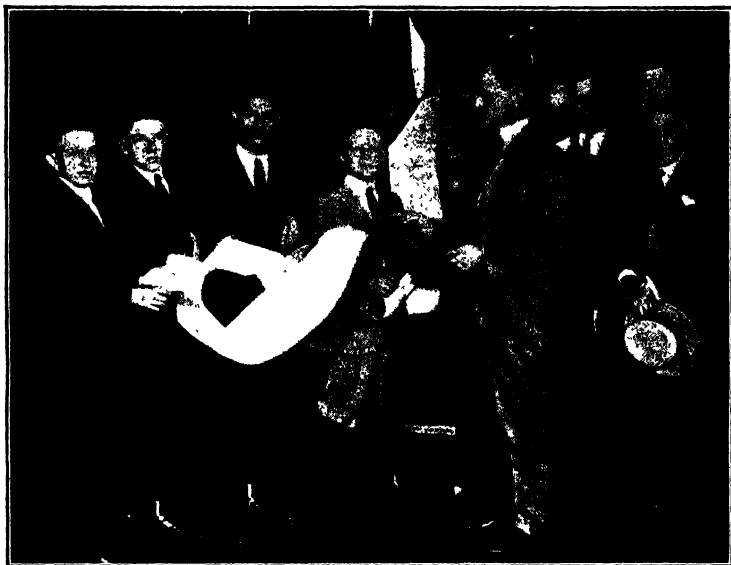


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Who are they ? A president, a governor, a judge, a senator. Can you tell which is which? Do they look different from the average citizen whom you meet on the street?

the others. This act of an elected official in choosing others to hold office is called *appointing*. The president, the governors, the mayors, have power to appoint many government workers.

The men who attend to the work of government for the people are usually referred to as government officials. In



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School children, like adults, have the right to petition the president, their governor, or any other government official

addition, each has a special name to designate his particular work — trustee, commissioner, governor. There is only one president of the United States and one vice president, but there are 96 senators at Washington and over 400 members of the House of Representatives. In each state there is one governor, but many senators and representatives (or assemblymen), many judges, many aldermen and mayors.

All these officials, from the president to the officials of the smallest village, are representatives of the people. That is,

the people run their own government — we sometimes say govern themselves — by choosing representatives. Just as the stenographer and the errand boy represent the man they work for, so government officials represent and work for their employers — the people.

Four Different Groups of Officials

There are thousands of government officials in the United States. Sometimes their numbers seem almost bewildering. Why must there be so many? We saw in Chapter XXV that most of you live in a community, a county, a state, a nation. Each of these divisions attends to certain needs of the people. Therefore there must be four sets of government officials. The result is thousands of officials who serve the people.

How do we know What Officials to Choose?

How can a person keep informed about all these officials? How does the voter know when to vote and for what officials to vote? How does he know whether the mayor is elected in May or in November? How does he find out what hour of the day he can vote, and where? Perhaps the voter wants a commissioner rather than a mayor to govern his city. Can he vote for either a commissioner or a mayor? How do the people know whether to vote for a school committee or whether to leave it to their mayor or governor to appoint these officials? Who knows the answers to these questions?

Pupils' Activities

1. Ask your parents or some other voters how they know when to vote, where to vote, and for what officials to vote.
2. In class see how many different answers have been given.

From the answers you get you will discover that many voters depend on the newspapers to give them the necessary information about voting. Others depend on the notices and

letters which the political parties send them by mail or leave at the front door.

But where do the newspapers and political parties get their information? From *constitutions, laws, charters*. These contain all the essential information about voting that any voter needs. They tell how, when, and where the president, governor, mayor, and other local officials are to be elected, and give the other necessary facts.

Where are Constitutions, Laws, and Charters Kept?

How do the newspaper editors and the politicians find out what the constitutions, laws, and charters say about elections? Where do they, and where could you, consult these important guides?

The original copy of the Constitution of the United States is kept in Washington, in the Library of Congress. Authoritative copies of this Constitution with all the amendments are filed in the Department of State office. The official copy of your state constitution is kept in your state capitol, in the secretary of state's office, and the charter of your city or village in your city or village hall.

The original copies (1) of the laws passed by Congress are kept in the Department of State at Washington; (2) of the laws passed by the state legislature, in the secretary of state's office in your state capitol; and (3) of the ordinances passed by city, town, or village, in the city, village, or town hall.

You cannot take the time to go to the Capitol at Washington, or even to your state capitol or city hall, to consult the official copies of constitutions, laws, and charters. Fortunately this is not necessary. The government prints copies of these, which are purchased by libraries, business offices, newspapers, schools and colleges. Every school and public library owns copies of national and state constitutions. But to consult copies of the laws passed each year, you would have to go to the bound volumes of *Statutes*, one or more volumes

of which are issued for every year that Congress and your state legislature are in session. Only the state library and the largest public and private city libraries would own these.

Do Government Officials work Every Day?

Government work never ceases. Certain duties connected with government can be done only at certain times, — for example, collecting taxes, registering automobiles, — but most government work goes on day and night, week in and week out. Your post office may close at six in the evening and remain closed all day Sunday; but it is open six days in every week and usually at least an hour on Sunday, in order to stamp and send off the mail. In large cities post offices are never closed, and there is never a day nor an hour that mail cars are not speeding in every direction.



A government official who works every day but Sunday

Except in small communities there are day shifts and night shifts of police and firemen, so that some members of the force are always on duty. The president is president and the governor is governor every day in the year. They do not need to be in their offices every day, but they must be ready to perform any act required of them at any time. When, in 1927, President Coolidge went to the Black Hills of Dakota for a summer vacation, he took a large staff of secretaries and clerks; for he was never free from his official duties.

Most government officials work as hard as any other workers all the year. There are certain officials, however, who seem to have "easy hours" and easy tasks. Some of these are the lawmakers, the judges, the tax collectors, the school board. You can think of many others; but before you decide whether they have an easy time, ask these questions about each:

1. What are they required to do?
2. Do they have more than one set of duties?
3. Are they paid for full-time work?
4. Do they have to do any studying or investigating when not actually on duty?

The postman who delivers the mail at your door may seem to work only a few hours. But he has had to spend a long time in the post office arranging his mail and attending to wrongly addressed letters. It is much the same with many other officials. The work which you see them do is often only a part of their duties. If you find any well-paid government official who works only occasionally, something is wrong. Either he has not been given enough work to do or he is a dishonest official and should be put out of office.

Pupils' Activities

1. Find out what are the hours, pay, and duties of several government officials who live in your community.
2. What are some of the things a judge has to do when not holding court?
3. Some people seem to think that teachers and principals have unduly short hours. What are some of the things teachers and principals must do after school and during vacations?
4. What vacations do the firemen, policemen, and postmen in your community have?
5. How long was your state legislature in session last year? What salary did the legislators receive? Do you think they were overpaid or underpaid? Most citizens are agreed that it would be unwise to keep the legislators at the state house all the year. Why?

Three Classes of Government Officials

We have seen that there are separate government officials for community, county, state, nation. These have many names and duties, but in general their duties may be described as either (1) legislative, (2) executive, or (3) judicial. Sometimes we say that government is divided into these three parts. If you will turn to the Constitution at the back of the book, you will see that it speaks of these three branches.

1. Those who decide what shall be done (*legislative department*).

Nation — Congress	{ Senate House of Representatives
State legislature	{ Senate House of representatives or burgesses (or assembly)
County	{ Supervisors (in some states) Commissioners
City	{ Common council Board of aldermen
Town	: Town meeting
Village	: Village meeting

2. Those who carry out these decisions (*executive department*).

Nation	{ President Vice president Cabinet Etc.
State	{ Governor Treasurer Secretary of state Etc.
County	{ Road commissioners Sheriff Etc.
City Town Village	{ Mayor, selectmen, trustees, school board, board of health, street department, etc.

3. Those who see that disputes and questions about the laws are settled, and that lawbreakers are punished (*judicial department*).

Nation	{	Supreme Court Circuit Court of Appeals District courts Several special courts
State	{	Supreme court Court of appeals
County	{	County court Superior court Circuit court District court Probate court (surrogate court)
Town City Village	{	Police court, city court, juvenile court, special courts

Pupils' Activities

1. Tell under which head (legislative, executive, judicial) these officials belong: mayor, tax collector, board of health, superintendent of schools, postman, secret-service man, lieutenant in the army, customs collector, sealer of weights and measures.

2. Make a list of all the government officials you know about, and group them under the headings Legislative, Executive, Judicial.

Which Part of Government is the Most Important?

Which part of any business is most important? Each official in a business is apt to think that his department is the most important. It is the same with government. But after a business or a government has been organized, no one person or department is the most important.

Like the spokes in a wheel, each department of government is necessary. A defect in one disturbs all the others. If there is any government office that would not be missed if it were abolished, then you may be sure that this office is superfluous and *ought* to be abolished.

The Legislative Department is Specially Important

Because you live in a country in which the people govern, it is specially important that you understand the particular acts by which this is done. As you have learned, the people govern by choosing (1) the men who make the laws and (2) the



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To what department of government — legislative, executive, or judicial — do mounted troops belong?

men who carry out the laws. Naturally, more depends on what kind of laws are passed than on any other one thing. The people keep their hands on this important lawmaking power in these ways:

1. Every voter can help to choose the men who make city ordinances, county regulations, state laws, national laws.

2. The men who are chosen to make the laws gather at specified times at specified places:

- a. Laws for the nation are made at Washington, a regular session of Congress being held the first week in each December, and other special sessions being called by the president from time to time.

b. Laws for the state are made at the state capitol, regular sessions of the legislature being held on the dates set by law or when specially called by the governor.

c. Laws for cities are made by the council or aldermen on dates set by law or when special sessions are called by the mayors.

d. Laws for towns and villages are made by voters at town halls or other specified places.

3. The lawmakers for nation and state are divided into two groups — senators and representatives. There are fewer senators than representatives. Senators are chosen by districts, and representatives by population.

4. A law is passed only when a majority vote in favor of it. A two-thirds vote is necessary to pass some laws.

How Laws are Made

The people help to make laws by (1) voting for lawmakers, (2) making suggestions to lawmakers. Since each lawmaker owes his election to the people of his state or district, he is anxious to see that the laws which they want are made. The people may therefore write their suggestions to him. He passes his suggestions on to the various committees that have charge of getting the proposed laws ready to bring before the legislature.

Sometimes the voters write directly to their representatives, and also to the president and the governor, about laws which they believe the people want.

The chief steps in making a law may be summarized as follows :

1. To get Congress or a state legislature to vote on a proposed law, the people must act through some representative or through president or governor.

2. In some states, however, if enough voters sign a petition to the legislature asking that a certain law be passed, the lawmakers are required to vote on it.

3. All laws introduced in the usual way are referred first to committees. All laws on a certain subject are given to one committee, those on another subject to another committee, etc. These committees

decide which laws to present to the senators and representatives, for them to vote on. Frequently we read in the paper that a bill has been "killed in committee," which means simply that the committee decided not to bring that bill before the legislature to be voted on. Committees therefore have an important part of the work of the legislature.

4. When the committees decide which laws to present, the clerk of each House makes out a calendar of bills to be voted on and keeps the members of the House informed as to the order in which each bill is to come up.

5. All the members of either Congress or the state legislatures represent one of the three or four chief political parties. The two parties which have most power today are the Democratic and the Republican. In Congress there is a Democratic and a Republican "leader" in both the Senate and the House of Representatives. That is, the Democrats choose one of their members to be their chief spokesman. The members of the Republican party also choose a leader, and so may the members of other parties. Often the members of a party vote *as a party* for or against a certain bill. Sometimes, however, members vote independently of their party.

6. A law may be introduced into either House. If it passes this House, it is sent to the other. If it passes both Houses, it goes to the president (if it is a law passed by Congress) or to the governor (if it is a law passed by a state legislature). The signature of the president or of a governor is the final step in the passage of a law. If he signs it, it becomes law. If he refuses to sign it, he must send it back to the House in which it was first introduced, with a letter giving his reasons for vetoing it. This House may, if it wishes, vote on the law again. If it decides not to do this, the law is killed for the time being. If, however, the House does vote on it and again passes it, it goes a second time to the other House. A two-thirds vote in both Houses makes the measure a law without the president's or governor's approval.

7. Voting in Congress and the state legislatures is by Yeas and Nays. That is, when each member's name is called, he must say either Yes (Yea) or No (Nay). Frequently the voting is done by roll call. Clerks make a record of the vote of each member, and thus everyone at home can know exactly how his senator and representative voted on the various measures.

8. Before a law is voted on, opportunity is given members to discuss it. In order to speak on a law, a member must "address the chair" and be "recognized" by the presiding officer, which, as you know, is equivalent to getting permission of the presiding officer to address the members.

9. The presiding officers in Congress are the Vice President of the United States for the Senate and a "Speaker" for the House of



If corn is one of the principal crops of a state, you will find that the legislature has passed many laws about seed corn, corn pests, etc.

Representatives. This Speaker is a member of the House and is chosen by the other members. In the states the presiding officers in the legislatures are usually the lieutenant governor for the senate, and for the house of representatives one of the members chosen by his fellow members.

The presiding officers can vote only in case of a tie. They have much influence, however; for in most cases they appoint the members of the various committees.

10. A corps of stenographers are present at every session of Congress and of state legislatures. They make a complete record of all the speeches and votes of each day. These are printed, and kept on

file indefinitely. Printed copies of the daily record of Congress, called the *Congressional Record*, are available to private citizens who pay for them. Similar printed records are made of the sessions of the state legislatures. There may be copies of these in your local library.

11. Sometimes committees in Congress and in the state legislatures hold hearings on proposed laws. That is, before the representatives vote on a law, they announce that on certain days the people who are interested in that law may appear in a certain room, at a stated hour, and tell why they are opposed to or in favor of this law.

12. Occasionally the people actually vote for a law. In some states, in the case of laws in which the people are keenly interested, a summary of the law is printed on a ballot and the people vote on this at the regular voting places. Referring a law to the people is called the *referendum*. Petitioning to have a law voted on is called the *initiative*.

Pupils' Activities

Either dramatize each of the following :

- (1) The steps by which a law is passed by Congress ;
- (2) The president's power in lawmaking ;
- (3) The steps by which a law is passed by your state legislature ;
- (4) Your governor's part in lawmaking ;
- (5) The steps by which a city or town ordinance is passed ;
- (6) A mayor's part in lawmaking ;
- (7) "Majority rule" ;

or organize a session of Congress in your class, illustrating each of the twelve items given above.

CHAPTER XXVII

USING YOUR GOVERNMENT

You are interested in government for two reasons: (1) you help to make it and run it; (2) you use it. You have already seen something about how you help to run it. In this chapter you need to think and discuss how you can make the wisest use of it.

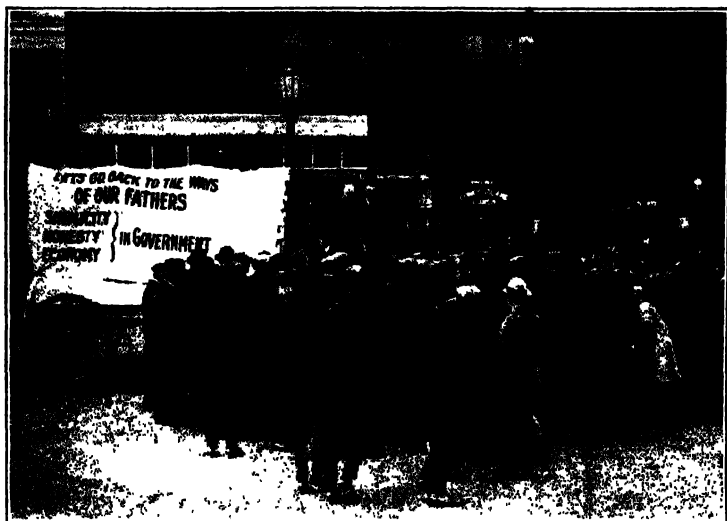
The Wrong Way to use the Government

There is a right way and a wrong way to use the government. Some people use the government for their own selfish ends, instead of for the good of all. When a certain state legislature voted to build additions to its ancient state capitol, a group of legislators succeeded in getting the state to buy marble, at an exorbitant price, instead of the bricks which would have been cheaper and more suitable. Every year hundreds of government officials make similar dishonest use of government. "Grafters" is what these officials are frequently called.

"Graft" is an ugly word. It means using public money or office dishonestly. All that any government official is entitled to is his salary and fair treatment. When a mayor enters office a poor man and leaves it a rich man, the chances are that he has received more than his legal salary. When a governor or a mayor receives gifts of money for appointing a friend to a high-salaried position, or a "rake-off" on some contract, he is guilty of wrong use of his office. Such an offense, if it can be proved, is punishable by imprisonment. It is difficult, however, to secure evidence to convict such dishonest government officials.

Wasting Government

Out of the whole number of citizens, very few make this dishonest use of their government. There are many, however, who waste it. Those who fail to use the helps provided by the government are, in one sense, wasting tax money.



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One year when many government officials had been found to be corrupt, a group of citizens took this means of campaigning for honest officials

Of course, there are dozens of ways in which you cannot help using the government. Every time you use the streets and sidewalks, post a letter, look at a weather report, set your watch or clock by standard time, enter the public-school building, you are using facilities provided by the government. Probably you think that you couldn't use these particular things any more than you do now. But what about the public schools and the public library? Are you planning to complete the high-school course or to take an evening course? If not, will you not be wasting government assistance?

It is also wasting government not to make full use of present opportunities. If there is any school subject that you are not mastering, is it not your fault? Are you getting all the help possible from the teacher, the librarian, the reference books? Do you listen as attentively as you should to the recitations of the pupils who understand this particular subject better than you do? If, to be truthful, you have to give a negative answer to any one of these questions, then you are not using your government helps as much as you might, are you?

One Secret of Success

One secret of living is knowing how to use things. Often the only difference between a person who succeeds in life and one who fails is in the way each uses his money and his other opportunities. Any two boys, each starting out in life with a high-school education and a thousand dollars in the bank, in ten years are likely to differ greatly in their success. One may use to the best advantage every bit of the training of mind and body that he has received in school and may invest his money wisely. The other may only half use his ability and training, may spend the thousand dollars for pleasure, and in ten years' time will probably be talking about hard luck.

Pupils' Activities

1. How much of the school and library helps available to you have you wasted thus far?
2. What instances of graft have you heard about?
3. Give an illustration from real life or from fiction of a person who made good use of all his school and library opportunities.

Government Helps which Some People Fail to Use

Does it seem to you harsh and unfair to call a person who does not make proper use of the government a waster of it? Nevertheless, it is the truth. If every person within reach of a good public library should make the right use of it, he

might find there the way to success. If, then, a person needs the help that a library can give and fails to take it, he is wasting government assistance.

In the rural sections there are many pupils who might today start earning money if they would let the government help them. With the use of an acre or less, and with the help



Many adults and young people do not make use of their opportunities to attend evening school

of the county agricultural agent, a boy or a girl could raise corn or tomatoes, hogs or chickens; and have a profit in dollars. The county agent or the state department or bureau of agriculture will give information about this way of earning money to any boy or girl who asks for it.

If you live on a farm which contains cut-over or waste land on which trees could be made to grow, you are wasting government help unless you ask your forestry bureau to send you seedlings to plant there. The bureau will probably charge you only the cost of the postage.

If you live on a farm where the fruit or other crops are being destroyed by some strange blight or insect pest, you are wasting government help by not asking your county agent or your state department of agriculture to help you find the cause and direct your efforts toward eliminating it.



Photo Rittenberry, © Am. Mag. of Art.

These boys made use of an interesting opportunity offered by the public schools — instruction in making stained-glass windows

City people often fail to use to advantage the public parks, beaches, and playgrounds. Many families cannot afford to get out into the real country during the summer. It may seem like an unsatisfactory substitute to turn to a city park or a crowded beach near the city, but health and pleasure are often to be found in these places if they are used in the right way.

When school opens in the fall, perhaps in adjoining seats in the classroom, there may be a boy brown and husky and a boy pale and tired-looking. Both boys have been in the city all summer, both working part of the day. The brown, cheerful

boy had his swim twice a week, played tennis at the public park, and learned a great deal about the trees in the parks. The other boy, for some reason, seldom went to the beach and the park; and when he did go, he sat around most of the time, feeling uncomfortable.

Pupils' Activities

1. One of the services of government most frequently wasted is that of post-office money orders and registered mail. In spite of the fact that every post office will provide safe money orders and will register valuable mail, people lose thousands of dollars and much valuable matter in the mail every year. Tell exactly how to secure and use money orders and how to send matter by registered mail. Why are these two ways safe?

2. There is much unnecessary illness because of impure milk and water. If families insisted on having the local or state department of health analyze the samples of the milk and water used in their homes, there would be fewer cases of typhoid fever. Tell exactly how you would proceed to get the milk or water used in your home analyzed by a board-of-health official.

3. What instances do you know of government help not used by those who needed it?

Looking Back over Chapters XXI-XXVII

What have these seven chapters meant to you? You should now understand that, because government is an organization much like any other, there are duties and obligations for the members as well as privileges and benefits.

The duties consist in voting, holding office if occasion demands, paying taxes, keeping informed about officials and their duties, watching the laws that are passed, notifying the proper officials when things seem to need correction.

Because you are not yet of voting age, you can have no active connection with this organization. You are only an associate member. But even as such a member you benefit greatly from it and should be eager to get all the help that

government can give and also to render eagerly and efficiently all the service possible.

In the chapters of the book you have been learning that government is always in the background, protecting and helping you. In these later chapters, you have been finding out exactly how the work of government is carried on. Government often seems complicated when you first study it, but this is usually because you do not keep in mind the fact that there are four parts to government — (1) city, town, or village; (2) county; (3) state; (4) nation — and that each is really a separate organization.

To get a real understanding of what your government tries to do for you, there is one paragraph that you should read, study, and discuss. This is the first paragraph of the Constitution of the United States as it is printed in the back of this book.

SPECIAL WORK FOR THE PUPIL BASED ON CHAPTERS XXV-XXVII

Testing Yourself

Test I. Read each of the following sentences carefully, and select the word or phrase which completes the sentence correctly :

SAMPLE

1. The capital of the United States is (1) Boston, (2) San Francisco, (3) Washington, (4) New York, (5) Chicago. *Answer 1 (1).*

1. Each state has the power (1) to coin money, (2) to declare war, (3) to establish schools, (4) to tax imports, (5) to appoint postmasters.

2. The guide for the national government is (1) a charter, (2) a group of laws made by state legislatures, (3) the Constitution, (4) a treaty, (5) a set of ordinances.

3. The governor of a state is (1) appointed by the president, (2) selected by the legislature, (3) elected by the people, (4) chosen by the Supreme Court, (5) elected by Congress.

4. One of the thirteen original states is (1) Colorado, (2) Florida, (3) Vermont, (4) Connecticut, (5) Maine.

5. One of the following states was once a colony of England: (1) Michigan, (2) Virginia, (3) Minnesota, (4) Texas, (5) Kansas.

Test II. Who are some of the government officials elected by the people of your state who do their work outside your state? Who are some of these who always do their work at the state capitol? Do any officials of your state make their headquarters in your community? How can you find out?

Test III. Complete the following statements. (This test is to be taken with this book open. You will find clues to the answers to these questions in Chapter XXVI.)

1. The men and women who run government are called

2. The duties of the men and women who run government are all set down in

3. It is the voters who really run government because
4. In our school or public library I can find copies of the constitution of my state in the following books :
5. To find out just what laws the state has passed about communities I should have to consult
6. The governor of my state would need to call a special session of the legislature when any of the following things happened :
.....
7. Some of the things which might cause the president of the United States to call a special session of Congress are
.....
8. All the president's power is given him by.....
9. Before a law is passed it is usually referred to as a or a After it is passed it may be referred to as either a law or an
10. The president is a lawmaker because
The governors of some states are lawmakers because.....

Test IV. List all the government helps you know about which might be used by a farmer and his family.

CHAPTER XXVIII

THE PLEDGE OF SERVICE

The College Graduates' Pledge

One evening in June in a college yard the sound of boys singing came from one of the buildings. The old negro melodies of the South, and the college songs that their fathers and grandfathers before them had sung, drifted from the open windows. Then "Auld Lang Syne," and finally the murmur of many voices, as if they were reciting something together. It was a group of college boys who in a few days were to be graduated. Soon they would scatter, — never again, all of them, to meet. After their songs, they repeated together a pledge — a pledge of loyalty to the college, of service to their nation and to the people with whom they should come in touch.

This promise — who would see that they honored it? Each man would know whether he kept it through the years, but no one else would surely know. Of what use, then, was such a pledge? Only this. It gave each college boy something definite to live up to. When puzzled or uncertain, he would hear again in imagination his voice and the voices of his college friends saying those words.

Many Government Officials take Pledges of Service

One of the most dramatic moments in the nation's life comes once in four years, when the person who is to be the nation's president stands on the steps of the Capitol at Washington and takes the pledge, or oath, of office. You will find this oath in the Constitution of the United States, Article II, Section 1. It reads as follows :

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States.

No man whom the people have thus far elected president of the United States needed to take this oath in order to become a



College days and school days help young people set a standard to live up to in future years. (Courtesy of the Outlook Company)

faithful president. But it helped to remind both president and people of the great responsibility laid upon the nation's chief.

The vice president, Cabinet members, justices of the courts, members of Congress, all have to take a similar oath of office. So also do most state and local officers. These oaths or pledges help to make what we might call "standards of conduct or service" for office-holders. Government officials are intrusted with tasks which affect the welfare of the people, and to break a pledge of loyalty to them is a serious offense that means dishonor in the eyes of the world.

The pledge which the judges of the Supreme Court take is especially interesting, because it mentions their duty to treat the rich and the poor alike :

I, ———, do solemnly swear (or affirm) that I will administer justice without respect of persons, and do equal right to the poor and to the rich, and that I will faithfully and impartially discharge and perform all the duties incumbent upon me as a justice of the Supreme Court of the United States according to the best of my abilities and understanding, agreeably to the Constitution and laws of the United States. So help me God.

Perhaps you will be more interested in the pledge which young men must take before they are admitted to the Military Academy at West Point :

I, ———, do solemnly swear that I will support the Constitution of the United States and bear true allegiance to the National Government ; that I will maintain and defend the sovereignty of the United States paramount to any and all allegiance, sovereignty, or fealty I may owe to any State, county, or country whatsoever, and that I will at all times obey the legal orders of my superior officers and rules and articles governing the armies of the United States.

Like the president and the Supreme Court judges, the cadets at West Point are serving the nation. And service is a matter of such importance and dignity that the most solemn promises are made in connection with it.

Pupils' Activities

1. In your dictionary, find the meanings of "swear" and "affirm" which best fit the sentences in which they appear above. Some people object to using the word "swear" when making a promise, and the law permits them to substitute "affirm." Which is the more forceful? Why?

2. When the word "swear" is used, the pledge is called an oath. Explain what is the difference between a promise, or pledge, and an oath.

3. Compare the pledges of the president and the Supreme Court judges. Which do you prefer? Why?

4. See if you can find out what is the oath of office that the following officials of your state and community have to take: governor,

members of state legislature, mayor, members of city council, policemen, firemen. (A copy of your state constitution would give the wording of the oath which state officials take.)

5. Explain any difficult or unusual expression which occurs in these pledges.

What Pledge does the Ordinary Citizen Take?

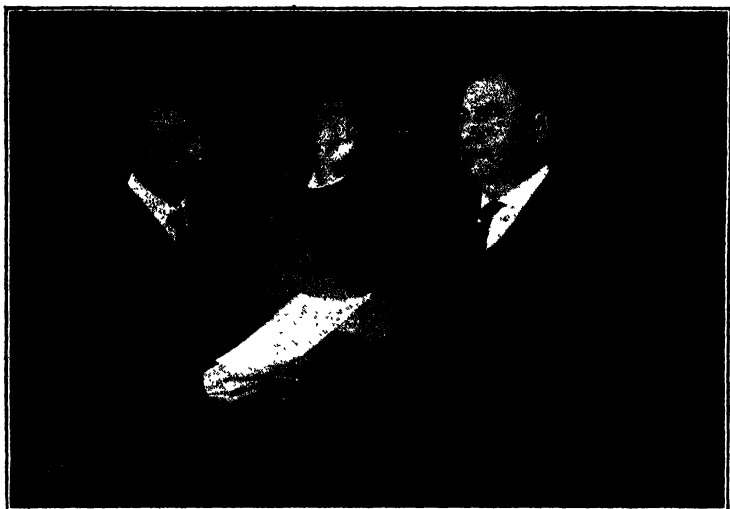
You have seen what important duties rest on the ordinary voter and taxpayer. What pledge or oath does he have to take? Strange to say, none at all, unless he was born in a foreign country. Then he takes the following pledge :

I do hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to — the — of —, of whom I have heretofore been a subject ; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic ; and that I will bear true faith and allegiance to the same, so help me God.

When you are twenty-one years old, before you can vote you must appear before local officials to show that you are a resident and that you are of age. A birth certificate or the sworn statement of your parent or some other relative are the proof which you will need. But no one asks you to swear to support and defend your country or your Constitution.

At first this seems very strange ; but it is taken for granted that you will protect your country just as you would your home or your parents. It is the same with the Constitution. It would be strange, indeed, if it were not your impulse to defend and support the plan of government which your parents have supported and which helps you in so many ways.

Once in a long period of years many private citizens do have to make a special pledge of loyalty and service to their country. This is in war time, when the government asks for volunteers or drafts men for service in army and navy. Each man is "sworn into" the service. In other words, he takes



A judge of the Supreme Court of Washington swearing to defend the Constitution of the United States

the oath of special service which West Point and Annapolis men take. This is one reason why it is such a serious matter for a soldier to desert or to aid the enemy.

Many times in the lower grades you made a pledge of loyalty to your country in these words:

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all.

If reworded, this is seen to have much the same meaning that the pledges taken by the president and other officials have.

Pupils' Activities

1. Re-read the oath or pledges which the foreign-born citizen must take, and the salute to the flag; then compose a pledge which you think would be suitable for young people to take when they are twenty-one. Since citizenship includes voting, paying taxes, obeying the laws, helping government officials in every way possible, make the pledge broad enough to include all these items.

2. What kinds of schools are the government schools at West Point, in New York State, and Annapolis, in Maryland? Why should young people be obliged to take a solemn oath before they are admitted?

3. Do you know of any government officials who have broken their pledges to the people? If so, what happened to the officials?



Would it not be helpful if all pupils took a pledge of service at the beginning of each school year?

4. Arrange a class debate, if the teacher approves, on the subject *Resolved*, That no person should be allowed to vote until he has taken the pledge required of the foreign-born person. If a debate cannot be arranged, then write out the argument for or against, and have a class discussion on it.

5. Why is "So help me God" an appropriate part of a pledge?

Many Workers take Pledges of Service

Not only in public service but in business life, pledges are required of many persons. The doctor, the pharmacist, and the lawyer in most states have to make certain pledges before being admitted to practice or to the standard medical and legal associations. Lawyers have to take a double or a triple pledge before they can practice law in most states. In one state a lawyer must "solemnly swear" that he will "bear true faith and allegiance to the state and will support the constitution thereof," and that he will "support the Constitution of the United States of America." In addition he takes this oath:

I [state the name] solemnly swear that I will do no falsehood, nor consent to the doing of any in court; I will not wittingly or willingly promote or sue any false, groundless, or unlawful suit, nor give aid or consent to the same; I will delay no man for lucre or malice; but I will conduct myself in the office of an attorney within the courts according to the best of my knowledge and discretion, and with all good fidelity as well to the courts as to my clients. So help me God.

One large taxicab company has in each cab a card stating that all its drivers have taken this pledge of safety:

Realizing the trust placed in me by my company, and to assist in carrying out its pledge to the public, I do hereby promise, on my word of honor, to live up to the rules of this company to the best of my ability, to drive safely at all times, take no unnecessary chances, and be courteous to our patrons.

Years ago, before a railroad stretched across the continent, letters and small packages were sent from St. Joseph to Sacramento by boys on horseback. This famous "pony express" service, as it was called, required its young riders to take this oath:

I, ———, do hereby swear, before the Great and Living God, that during my engagement . . . I will, under no circumstances, use profane language; that I will drink no intoxicating liquors; that I will not quarrel or fight with any other employee of the firm; and that in every respect I will conduct myself honestly, be faithful to my duties, and so direct all my acts as to win the confidence of my employers. So help me God.

Such pledges are almost the same as contracts. If the president breaks his contract with the people, he can be put out of office. When a pony-express rider broke his contract, he could be discharged. Lawyers and doctors who break their pledges can be prohibited from practicing. Pledges of service and loyalty, then, are serious matters.

Many pledges, however, are not regarded as legal contracts, but merely as aids to proper conduct and service. They help people to understand just what is expected of them.

Pledges of Service for Pupils

If you receive something from the school, the public library, the athletic field, the playground, or the man for whom you work, you owe them something. Then why not think out exactly what this is, and express it in the form of a pledge? School, library, and other officials do not demand this from you. All the more reason why you should have some standard of your own to act by.

School days will end soon, and working days, voting days, — days of added responsibilities — will begin. It will be a help to every young person to have some definite pledge to keep as he goes out into the world. What shall it be?

Pupils' Activities

1. Draw up a suitable contract or pledge governing your relations as a pupil to the school, the library, the playground, your church.

2. It is especially important that you think out carefully the kind of pledge the school might require of you before it allowed you to become a pupil, and the kind of pledge the store, factory, or office might require before it would employ you. Therefore it would be wise first to make out a list of what the school will do for you and what your chosen occupation will probably do for you. Work out these two things as carefully as possible.

3. Can you write out a pledge that would help you, when you leave home and college, to live your own life?

CHAPTER XXIX

SUMMING UP WHAT YOU KNOW ABOUT GOVERNMENT

NOTE TO TEACHER. This chapter can be used as a summary of the principal facts of the machinery of government or in connection with the various preceding chapters and especially in the study of the Constitution which follows.

First — What is Government?

Almost from the first page of this book you have read about government — what it does for you, what it requires from you, how its expenses are paid. You have found that government is not something outside your life or apart from you. The government is you and your friends and your acquaintances. It is all the people. That is, it is an organization to which all the people belong.

Take this book or a newspaper and look for the word "government." Probably in every case you will find that you could substitute either *the people* or *the organization of the people*.

Government is just as natural an organization as your church or your athletic club. Any organization is merely a group of people who try to accomplish certain things according to a definite plan. An organization may have five members or millions of members. The organization which we call the government of the United States has about 120,000,000 members. The organization which we call the government of New York City has about 6,000,000 members. There are some town organizations which have less than one hundred members.

When we speak of the national government we mean the organization of all the people. When we speak of the state, the county, or the city or town government, we mean the organization made up of the people who live within these areas. You belong to all these four government organizations, for you live in a community, a county, a state, and a nation.

The members of an organization have to do certain things — vote, pay dues to carry on the work, observe the rules of the organization. It is the same with the government. But there is one big difference

between belonging to these government organizations and to most other organizations. You do not join the government organization — you are born into it. You belong whether you want to or not.

Every child soon realizes that he belongs to a certain family, because he can see many families around him and is conscious that he is not a member of these. It is much the same with communities. Every child soon is conscious that he belongs to one community and not to another, for he visits in others and realizes that he belongs where his home is. Since you cannot see a whole state or a nation, and since most people do not travel much from one nation to another, it is not so easy to understand that you belong to a nation. For this reason you need to keep reminding yourself that you are a member of the big organization called the United States of America; to a smaller organization called, for example, the state of Ohio.

A Brief Outline of Facts to Keep in Mind

You live in the nation called the United States of America.

Forty-eight states make up the nation.

The nation has possessions consisting of various islands and parts of continents outside the forty-eight states.

The principal possessions are Alaska, the Philippine Islands, the Hawaiian Islands, and Porto Rico (see pages 430–431). The nation rents a valuable piece of land in Central America which we call the Panama Canal Zone.

The people of the United States take care of their affairs through the organization called government. The plan of this organization was worked out long ago and is expressed in the Constitution of the United States, found on pages i–xvii, following this chapter.

Since the people have made and run their own organization, the United States is called a democracy, which comes from two Greek words meaning *rule of the people*.

Before there was a nation there were separate colonies. These colonies united to fight England. When united in this way the colonies were known as a confederation.

This union, or confederation, continued after the war and became a nation in 1787.

The act which made the confederation a real nation was the forming of a new organization in 1787, with the main plan written out as the Constitution of the United States.

This Constitution is the plan under which you are living today.

Each state has a constitution made by the people.

Each state has laws to carry out the plan given in the constitution.

Each state is divided into counties (or parishes).

Each county does certain things planned for in the state constitution and in state laws.

Each community does certain things planned for in the state constitution and in state laws.

All persons born in the United States belong to it: that is, they are citizens. Certain persons born in other countries can become citizens by performing certain acts. We call such persons naturalized citizens.

As citizens most of the people have these privileges:

1. Voting for government officials.
2. Holding government office.

They have these duties:

1. Paying taxes when required.
2. Serving on jury.
3. Obeying the laws.

They have these rights, which are sometimes called the Bill of Rights (see Appendix, pages xiii-xiv):

1. Freedom to worship as they please.
2. Freedom to talk and write about matters that interest them.
3. Freedom to meet to discuss things.
4. Right to petition the government to remedy some wrong or grievance.
5. Right to hold property and not to be deprived of it unlawfully.
6. Right to be tried by a jury when accused.
7. Right when arrested to be told in court of the charges against them.
8. Right to prevent unlawful entry into their homes.

How the Work of Government is Divided Up

You are already familiar with the important facts of running government, but to help you to fix these in your mind we shall summarize them here. Read this chapter through quickly to get what you can from it, then re-read it more slowly.

You have seen that running an organization means three things: (1) deciding what shall be done, that is, making laws; (2) carrying out these decisions, or laws; (3) settling disputes about laws, testing

the laws to see if they agree with the constitution, and punishing lawbreakers.

Since there are three different things to do in running an organization, there must be three different groups of government officials. These three groups are often referred to as the three parts, or branches, of government :

legislative — lawmaking
executive — executing
judicial — judging

Officials who do these three kinds of tasks will be found in each division of the government — the community, the county, the state, the nation.

In summarizing the chief facts about these four divisions of the government, we shall start with the community, then take up in order the county, the state, and the nation.

The Community

"Community" is a word which we use to refer to any group of people who live near together and have certain interests in common. If we want to be more definite, we substitute the term "town," "village," or "city." The town is often large in area, whereas a village is always small in area. The city may or may not cover as much area as the town, but it is usually greater in population. There are many towns and cities in the different states which have the same name, but no two communities are exactly alike.

The Town

The *legislative* part of the town government is in some cases the *town meeting*, in which all voters may take part (on financial matters, however, only taxpayers may vote in some states), and in other cases the *town board* make the ordinances.

The *executive* part of the town consists of such officials as

Supervisor	Highway superintendent
Collector	Overseers of the poor
Assessors	Town auditor
Clerk	Health officer

The *judicial* part of the town consists of a police court.

The Village

A village in many states is a part of a town which does certain things for itself without help or interference from the town government. It usually remains a part of the town, however, and the people vote for town officers as well as for village officials.

The *legislative* officials of the village are the voters themselves or the board of trustees which they elect. There is held each year a village meeting, which is much like the town meeting. The voters decide such matters as whether or not to buy fire apparatus, install a system of drainage, and the like, but leave to the trustees such tasks as defining fire limits, specifying policemen's duties, and regulating public amusements. In other words, the voters of the village make village laws.

The *executive* officials of the village consist of

President	Clerk	●Street commissioners
Trustees	Treasurer	Other officials

In some cases the voters of the villages elect a police justice; in others the village trustees appoint a board of police commissioners. In many villages, however, there are no *judicial* officers, the town officials answering all needs.

The City

The city is a large village. When a community or any combination of communities want a city form of government, the people who would be affected by such a change usually vote on the matter. If this decision has been favorable, the state legislature proceeds to vote either to grant the request, or to refuse to do so. Formerly, whenever a new city was created, the state granted it a charter. Now, after a series of changes, in some states cities have been granted "home rule"; that is, they are permitted to draw up their own charters, keeping within the specifications made by the state constitution and laws.

Three General Types of City Government

There are three general types of city government in some states:

1. What is called the *federal* type, which has separate legislative and executive departments. New York City has this type of government.
2. What is called the *commission* type, in which the chief executive officers (a council or commission composed of five members) are also the legislative body.

3. What is called the *city-manager* type (or commission-manager type), in which the people elect a commission, and the commission elects a manager or chief executive.

The *legislative* officials of a city, then, consist sometimes of a board of aldermen (the mayor having the power of veto), sometimes of a council or commission (no one exercising the power of veto).

The *executive* department of the city consists of many officials whose names and duties vary according to the size and special conditions of the city. The following were the chief departments and bureaus in one city in a recent year :

Department of Public Safety — Police, Fire, Health, Markets, Weights and Measures.

Department of Finance and Accounts — Accounting, Treasury, Assessment, Audit.

Department of Public Works — Engineering, Water, Streets.

Department of Parks and Public Buildings — Recreation, Forestry, Building.

Department of Public Affairs — Public Welfare, Public Utilities, Industrial Aid, School Census.

Department of Education — Public Schools, Public Library.

The *judicial* officials of the city consist of the judges of municipal courts and special officers attached to them (for example, probation officer, clerk of the court).

All Communities receive their Power from the State

All communities receive their power from the state. Even when a community draws up its own charter it is using power which the state has given it and which the state could withdraw at any time. This is true even of the largest cities. Expressing this a little differently, all the people of a state give to each community whatever power it has.

The County

Just as a village is part of a town, so the village, town, and city are a part of the county, and much of the government work of the community is performed by the county. The county, like the community, receives all its power from the state. The state constitution has outlined just what the county may do for itself. By leaving to the counties such work as supporting the poor, making and repairing most of the roads, etc., the state has relieved itself of a great burden.

The *legislative* part of the county consists sometimes of a board of supervisors made up of the supervisors of the towns and cities within it, sometimes of a board of commissioners. These men usually can vote only on very minor matters. These boards are frequently divided into committees who report on the various measures that the board as a whole must vote on

The *executive* officials of the county vary in number and kind. In general there are

Treasurer	Welfare board
Clerk	Superintendent of highways
County clerk	Coroner
Superintendent of the poor	

The *judicial* part of the county consists of

County judge	District attorney
Parole board	Sheriff
Grand jury	Petit jury

To understand the routine work of the county it is necessary to know the principal duties of the following officers :

County clerk, who has charge of the records of deeds to property, mortgages, decisions of the court, etc.

Coroner, who investigates deaths from unnatural causes and makes a report to the district attorney when circumstances warrant.

District attorney, who represents the state in the county court. That is, he secures evidence against criminals and lawbreakers and presents this to the grand jury; if the grand jury brings an indictment, he prosecutes the accused person in court. He is sometimes called the "prosecuting attorney."

Grand jury, a group of men chosen from among the citizens to serve for several weeks or longer to hear evidence about persons suspected of serious offenses. They do not decide whether or not a person is guilty — merely whether the evidence warrants holding the accused person for trial.

Petit jury, a jury of twelve men chosen to decide whether persons accused by the grand jury of a crime, or persons arrested in the act of committing a crime, are really guilty in the sight of the law. A petit jury also hears disputes and decides which side is entitled to win. A petit jury hears only one case and is then dismissed. A grand jury considers all the cases that the prosecuting attorney brings up before it.

County judge, who presides at trials and hearings; in the case of a jury trial he instructs the jury and sentences the guilty person; in other cases he decides what the verdict shall be.

Sheriff, who sees that order is maintained, that criminals are arrested, and the laws enforced; he also has charge of the county jail.

Treasurer, who is custodian of the county's money.

The Legal Units in which you Live

Most persons live in (1) nation, (2) state, (3) county, (4) city or town, (5) school district, and possibly (6) improvement district. They also live in the following units :

- | | |
|-----------------------------------|---------------------------------|
| 7. Precinct or ward. | 11. Judicial district. |
| 8. State senatorial district. | 12. Internal-revenue district. |
| 9. State representative district. | 13. Federal Reserve district. |
| 10. Congressional district. | 14. Federal Farm Loan district. |

Districts 7 to 10 are merely voting districts by which the people vote for representatives in local lawmaking bodies, for state senators and representatives, and for representatives in Congress. Districts 11 to 14 are special units of which many persons, perhaps, never hear.

The *judicial district* is one in which are located certain courts which hear all cases of persons living in that district. Since there are several kinds of state courts and two kinds of Federal courts in each state, each resident lives in several different judicial districts. However, only when he needs the assistance of the courts or when he has broken some law is he usually made aware of this fact.

The *internal-revenue district* is one in which is located an office of the Treasury Department at Washington which collects income taxes and other internal revenue taxes from persons living in that district.

The *Federal Reserve district* is one in which is located a Federal Reserve Bank of the United States containing government funds which, under certain conditions, can be lent to the local banks in that district which are members of that bank.

The *Federal Farm Loan district* is one in which a government land bank is located to assist the farmers' loan associations in that district.

One Reason why we need State and National Government

For many reasons, but especially because of geographical conditions, in a great nation like ours it is helpful to have not only community and county government but both state and national government. There is no community that owns *all* of a river, *all* of a chain of mountains, or *all* of a large lake. Buffalo owns part of Lake Erie. Oswego owns a part of Lake Ontario. Schenectady owns part of the Mohawk River, New Jersey owns another part, and all the towns, cities, and villages along its banks own a share in it. Can you think of any

better way than to have the state and national governments decide such matters as those which affect a large number of communities or several states?

The State

There must be some power greater than any one village or city which can settle disputes between them and make decisions that will be for the greatest good of the greatest number. This power is the state. If suddenly all the work of protection and helpfulness that the state now does for the people should be stopped, no community could prosper, no matter how perfect a system of local and national government it had.

Two of the most important services that the state performs for the people are (1) protecting life and liberty and (2) protecting private property. As we have seen, it would be futile to make comfortable homes if the people were not protected from foreign enemies and from mobs, burglars, epidemics, and accidents. No government can protect all its people all the time from all these dangers, but the state can and does furnish protection from most of these disasters, except foreign enemies. It also protects private property, so that what a man possesses he knows is his to enjoy, to sell, or to give away.

The State can take both Life and Property

The fact that the state has power to protect life and liberty means that it has power to restrict liberty, and even to take life in rare cases. By depriving lawbreakers of their freedom, by ordering out the militia to disperse mobs and to go to the defense of the nation, the state proves its great power. Again when, for purposes of irrigation, laying roads and railroads, or doing some other act of service for the people, the state takes possession of private property by *right of eminent domain*, it demonstrates its power.

Although the state has power to take life and property in extreme cases, most of its time and money are spent in carrying out the kind of plans that make life easier or more enjoyable.

The State Constitutions

Each constitution is an outline of what the people of the state want to accomplish through state government. It can provide for any kind of commission or bureau and can give these officials any and every

power unless these officials and their powers conflict with some part of the United States Constitution.

The United States Constitution was made by delegates representing the early states, whereas each state constitution was made by delegates representing the people of only one state. Since the power of all the people is greater than that of any part of the people, even the constitution of so great a state as New York or Illinois must yield to the United States Constitution.

The State Legislative Department

The work of government in every state we speak of as legislative, executive, and judicial. The *legislative* officials of every state are divided into two groups: the *senate*, which is the smaller part, and the *house of representatives*, which is the larger part. The term of office of the members of the legislatures varies in the different states.

In all the states special sessions of the legislature may be called by the governor when necessary. Legislators are not free to make laws as they please. They can pass no law that interferes with the United States Constitution or their state constitution.

The Governor

The chief *executive* official of the state is the *governor*, who is elected by popular vote for a term of from one to four years. The position of the governor in the state is much like that of the president in the national government.

The governor's official powers differ somewhat in the different states. The following are the powers and duties usually given to the governor:

1. He appoints and removes certain officials and members of boards.
2. He is commander in chief of the state militia (except in time of war, when that power is held by the president of the United States) and can call out this force whenever in his judgment it is advisable.
3. He can grant pardons and reprieves to persons convicted by state courts, under certain restrictions.
4. He sends a message to the legislature at the opening of each session, reporting on conditions and suggesting means of improving them.
5. He calls a special session of the legislature when necessary.
6. He suggests bills that he believes should be passed.
7. He has the power of veto (except in North Carolina) and thus can pre-

vent bills from becoming law unless they are repassed over his veto. He can also veto items in certain bills and approve others — a power which the president does not have.

8. With the aid of the director of the budget each year he prepares the budget and submits it to the legislature.

The Governor's Assistants

The officials who assist the governor in executing the laws of the state correspond to the president's cabinet: lieutenant governor, treasurer, attorney general, secretary of state, and usually several others. Most of the governor's assistants are heads of executive departments which the legislature has created.

The Judicial Department of the State

The judicial department of the state consists of the several courts of the communities and counties, one supreme court, and sometimes a special court of appeals.

1. The local courts of the town, police courts in charge of a justice of the peace, who hears "petty police offenses and civil suits for trifling sums."

2. Municipal courts of the village or city, which cover a larger field than the justices' courts and hear suits involving larger amounts.

3. County courts (frequently called superior courts), in which cases are usually tried with a jury. Probate courts are county courts which attend to recording wills, appointing guardians for orphans, and settling estates.

4. The supreme court, which is often the highest court in the state and decides whether cases brought to its attention shall be retried in a lower court.

5. When there is a court of appeals this is the highest court of the state.

In addition to these courts, there are in some states juvenile courts to hear juvenile cases and other special courts to meet the needs of large cities. In some states the judges are appointed by the governor; in others they are elected by the people.

The Importance of National Government

There can be no great and prosperous nation called the United States of America unless the states are actually united. The only way that states can be united is through the strong connecting organization which we call our national government. Even such wealthy and powerful states as New York and Illinois are only imperfect frag-

ments of the whole, for they have only fragments of the things that make for prosperity. They have insufficient forests, not enough farms and workers on the farms, and not enough coal. Their factories, farms, and other sources of wealth are useless apart from many things which they can secure only because there is entire freedom of trade with all the other states. Rivers, lakes, mountains, and mineral beds often stretch through many states. The national government makes laws dealing with interstate rivers, lakes, railroads, canals, etc., and, through the Supreme Court, settles disputes which arise between states about rivers, lakes, railroads, canals, and many other matters.

The Community and the National Government

The smallest, most isolated community has a vital interest in the national government. Only through the laws made by Congress can the people in a village protect themselves from the selfishness and the thoughtlessness of a community in another state. You may wonder at first why your community, which seems to you so independent, needs to worry about what communities in any other state do. The reason lies in such facts as these:

1. A firm in Chicago buys each year the total output of cream of a large coöperative creamery in Barron County, Wisconsin.

2. The seventy-eight pulp mills in New York State at the time of the last census imported from Canada more than 530,000 cords of wood.

Chicago needs the nation's help in seeing that the dairy cattle of Wisconsin are healthy and that no impurities or adulterants are allowed to get into the cream. The pulp-mill communities need the assistance of Congress to prevent heavy duties on pulp wood, and the help of the Interstate Commerce Commission in keeping freight rates low. Neither the government officials of Chicago nor those at Albany could force the state of Wisconsin to see that cream exported from Barron County is free from tuberculosis germs or other impurities. But through laws passed by Congress the people can make sure that health standards for dairy products are met by all the states, and that heavy duties are not levied on raw materials which factories must buy from foreign countries nor heavy freight rates charged.

No community is so small that it does not need the assistance of the national government. Two words—*radio* and *airplane*—suggest a kind of supervision which only the national government can give.

The Early Constitution

Today it is difficult for us to realize that the United States could ever be anything but a strong nation. Yet it is only because of the wisdom and daring of a group of early leaders that we can write in our address the letters U.S.A. The first plan to make a nation was drawn up during the Revolutionary War and was called the Articles of Confederation. Like most first plans this had many defects. Those who drew it up believed it would last forever, but at the end of eight years it was pronounced a failure. It was very useful, however, for it showed the early statesmen what kind of plan was needed to make a really strong nation.

The Constitutional Convention and its Famous Compromises

A famous group of men, delegates from ten of the thirteen states, met in 1787 at Philadelphia to try to fix up the faults in the plan called the Articles of Confederation. These men found it easier, however, to draw up a new plan. For three months they worked over this, and finally they produced the plan contained on pages i-xvii at the back of this book, called the Constitution of the United States.

The delegates who made this were men like Washington, who was destined to be known as one of the greatest men of history, and Franklin, who had risen from picturesque poverty to be known and respected in every European nation. There is probably no single document which has been the work of so many earnest and great men. It is no wonder, then, that it has been a great success. Yet no one of its makers was entirely satisfied with it. It was a compromise of conflicting desires.

The Legislative Department of the National Government

The *lawmaking* department of the United States consists of a Senate and a House of Representatives, which together are often referred to as Congress. They hold their meetings in the national Capitol at Washington, but do most of their work in separate office buildings near the Capitol.

In the *Senate* each state has two members. Senators are elected for the term of six years, and one third of all the senators go out of office every two years. To be a senator a person must be at least thirty years of age and an inhabitant of the state by which he is chosen. He

must also have been a citizen of the United States for at least nine years. The presiding officer of the Senate is the vice president of the United States.

In addition to helping to make laws the Senate has power to try those officials whom the House of Representatives impeaches. It is seldom called on to perform this task, but gives much of its time to approving the appointments of the president (ambassadors, consuls, army and navy officers, special boards, cabinet members, etc.). It also gives much time to studying and approving treaties, for many treaties relating to matters of trade are made by the president nearly every year, and these require the Senate's vote of approval.

The members of the *House of Representatives* are elected directly by the people every two years (in 1926, 1928, etc.). The people vote for these representatives by states, each state being divided for this purpose into Congressional districts, the number of districts depending on the population of the state. How many people shall make up a district is decided by Congress; some change is usually made every ten years, after the census has been taken. Each state, however, no matter how small its population, is entitled to at least one representative.

Every member of the House of Representatives must be at least twenty-five years of age and an inhabitant of the state in which he is chosen, and he must have been a citizen of the United States for at least seven years. Whenever a vacancy occurs among the representatives from any state, a special election is held in that state to fill the vacancy.

The presiding officer of the House of Representatives is called the Speaker. He is elected by the members of the House from among their own number.

The special powers of the House are as follows :

1. The very unusual one of bringing charges of misconduct, which must be tried in the Senate.
2. Another very unusual one — electing a president if the regular method of election has failed to give any candidate enough votes for the presidency.
3. The very common one of introducing all revenue bills, — that is, bills to raise or spend money.

The presiding officer has great power, for he appoints the committees who decide what laws to bring before the House. He is also influential in guiding the discussion of the House.

The Work of Congress

Congress meets in regular session the first week of each December. Special sessions may be called at any time by the president. The chief work of Congress is passing new laws, revising old laws, repealing outgrown or undesirable laws. To realize how great a task this is, one has only to remember a few such facts as that the population of the United States is more than 120,000,000. While the Constitution definitely specifies many laws that Congress may and may not pass, it is from a general statement often called the elastic clause (see Article I, Section viii) that many of our most important laws have resulted.

There is so much lawmaking to be done that both the Senate and the House now work largely through committees. Every bill is referred to some committee, which decides whether it shall be brought up to be voted upon and, if so, in what form.

The President the Head of the Executive Department

At the head of the *executive department* of the national government stands the president of the United States. The president and the vice president are elected every four years (1924, 1928, and so on) in the following manner:

On the first Tuesday after the first Monday in November the people of each state vote for a certain number of men known as *presidential electors* (see the Constitution Appx. A, p. xv). These presidential electors meet during the following January and choose a president and vice president.

Many voters believe that they vote directly for president and vice president. It was intended by the makers of the Constitution that the presidential electors should be free to vote for any candidate they pleased for president and vice president, but gradually it has come about that each elector votes for the persons whom his party has nominated for these offices. This is a matter of custom, however, and not of law.

The qualifications for president and vice president are:

1. Must be a natural-born citizen (that is, born in the United States, of American parents).
2. Must be at least thirty-five years old.
3. Must have been a resident of the United States for fourteen years.
4. Must swear (or affirm) that he will faithfully execute his duties and support and protect the Constitution.

The Great Powers of the President

The president is not only an executive and leader ; he is much more than this, as one can readily see by arranging under three headings the list of his powers and duties.

Executive powers

1. Is head of the army and navy.
2. Appoints ambassadors, ministers, consuls, judges, and other officials and instructs them as to their policies.
3. Receives or rejects foreign ambassadors, ministers, and consuls.
4. Takes measures to see that the laws are faithfully carried out.
5. Receives delegations and committees of the people.
6. Considers all petitions sent to him.

Legislative powers

1. Makes treaties, usually through the Secretary of State, with the advice and consent of the Senate. (Treaties are really international laws ; hence treaty-making is really a legislative power.)
2. Convenes either or both Houses of Congress on special occasions.
3. Recommends legislation to Congress.
4. Approves or vetoes bills.

Judicial powers

1. Appoints judges of the Federal courts. (The president, of course, has no power over judges after they are appointed, but by making wise appointments he affects the whole judicial service of the Federal government.)
2. Grants reprieves and pardons for offenses against United States laws.

There is no other government official in the nation that has so much power and authority as the president.

The Vice President an Executive and a Lawmaking Official

The vice president is elected every four years at the same time as the president, and must have the same qualifications, but his chief duty is presiding at the meetings of the Senate and voting in the case of a tie. During Harding's administration Vice President Coolidge attended cabinet meetings and thus indirectly acted the part of an executive official. In the case of death or impeachment of the president the vice president becomes the chief executive. The people therefore take great care to choose as vice president a man of such ability that if by chance he becomes president he will be equal to that responsibility and worthy of that honor.

The Cabinet

Assisting the president as chief executive officers of the nation are ten secretaries, whom the president appoints with the approval of the Senate. They form his cabinet.

Each secretary is at the head of a department which does work of vital importance to the nation. In addition to these cabinet officers, the president appoints many special commissions and boards whose work is often as important as that of any cabinet officer.

The Work of the Departments

It will help you to get an idea of the extensive duties of our national government to refer to the list of the principal bureaus and other subdivisions of each department. Remember that the real head of each is the president; the secretary is only his assistant. Congress has made laws telling what each of these departments and bureaus shall do. The president and his assistants have only to carry out the directions laid down in the laws made by Congress. Almost every year some change is made in these bureaus: hence this list will not be complete or wholly accurate. The World Almanac or the Congressional Directory should be consulted.

Department of State

- Division of Far-Eastern Affairs
- Division of Mexican Affairs
- Division of Eastern European Affairs
- Division of Near-Eastern Affairs
- Division of Latin-American Affairs
- Division of Passport Control
- Division of Western European Affairs
- Division of Publications
- Division of Political and Economic Information
- Division of Current Information
- Bureau of Appointments
- Consular Bureau
- Diplomatic Bureau

Department of the Treasury

- Bureau of the Budget
- Commissioner of Internal Revenue
- Director of the Mint

Federal Farm Loan Bureau

- Bureau of Engraving and Printing
- The Public-Health Service
- The Coast Guard
- Bureau of Supply
- Customhouse

Department of Agriculture

- Agricultural Extension Service
- Weather Bureau
- Bureau of Animal Industry
- Bureau of Plant Industry
- Forest Service
- Bureau of Chemistry and Soils
- Bureau of Entomology
- Bureau of Biological Survey
- Bureau of Public Roads
- Bureau of Agricultural Economics
- Bureau of Home Economics
- Packers and Stockyards Administration
- Insecticide and Fungicide Board

Department of War	Bureau of Reclamation
Bureau of Insular Affairs	National-Park Service
Inland and Coastwise Waterways Service	Board of Indian Commissioners
The Army War College	Department of Commerce
Department of Justice	Bureau of the Census
Bureau of Investigation	Bureau of Foreign and Domestic Commerce
Department of the Navy	Bureau of Standards
Office of Naval Operations	Bureau of Fisheries
Bureau of Navigation	Bureau of Lighthouses
Bureau of Yards and Docks	Coast and Geodetic Survey
Bureau of Ordnance	Bureau of Navigation
Bureau of Construction and Repair	Steamboat-Inspection Service
Bureau of Engineering	Patent Office
Bureau of Medicine and Surgery	Bureau of Mines
Bureau of Aeronautics	Department of Labor
Headquarters Marine Corps	Bureau of Labor Statistics
Department of the Interior	Bureau of Immigration
General Land Office	Children's Bureau
Office of Indian Affairs	Bureau of Naturalization
Bureau of Pensions	Women's Bureau
Bureau of Education	United States Employment Service
Geological Survey	Bureau of Industrial Housing and Transportation

The Judicial Department

The *judicial department* of the United States consists of several courts. The Constitution states that there shall be one Supreme Court, and leaves it to Congress to decide whether or not there shall be any other United States courts. Congress has established two other kinds of courts: the district courts and the circuit courts of appeals. There are more than ninety district courts and nine circuit courts of appeals. There is at least one district court in each state.

When a person breaks a law passed by Congress, he is brought before one of the United States courts. For example, if a storekeeper in New Jersey sells impure olive oil, he can be arrested and tried before a United States court, for it is a United States law which he has broken. If Texas wants to bring suit against someone in Maine, the case would be tried in a United States court. Then there are many other matters which most of us hear little about but which require

the attention of Federal courts. These are cases affecting ambassadors and consuls, crimes committed at sea, disputes between citizens of the United States and a foreign nation.

Most cases that must be tried in a United States court are taken first to the district court. The circuit courts of appeals hear appeals from the district courts and thus relieve somewhat the work of the Supreme Court. A number of judicial districts are grouped together to form a judicial circuit.

Besides these regular courts there are also a few special courts. The most important of these is the Court of Claims, to which the United States allows claims against itself to be presented.

The Supreme Court

The Supreme Court consists of nine judges appointed by the president. The presiding judge is known as *chief justice*, and the other eight judges as associate justices. This court meets in Washington every year in October and sits until May. Its daily sessions are held in the old Senate chamber of the Capitol. The attorney general, who is a member of the president's cabinet, acts for the government in this court. The lawyers who represent individuals have to be specially designated to appear in this court.

The Supreme Court is the highest in the land, for there is no appeal beyond its decisions; but the court itself can reconsider decisions. Besides listening to appeals from lower Federal courts, this court must be ready to decide whether any state or national law is contrary to the Constitution of the United States. That is why this court has been called the guardian of the Constitution.

When a law is passed, the Supreme Court has no power to notify Congress or a state legislature that the law is unconstitutional. Only when some person or group of persons who believe that a law is contrary to the Constitution take the necessary steps to see to it that this is referred to the Supreme Court can these judges give their opinion about it. Therefore, although the Supreme Court acts as guardian of the Constitution, it is the people themselves who are the true guardians.

APPENDIX

CONSTITUTION OF THE UNITED STATES

PREAMBLE

WE, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America.

ARTICLE I. LEGISLATIVE DEPARTMENT

SECTION 1. CONGRESS

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.¹

SECTION 2. HOUSE OF REPRESENTATIVES

Election of Members. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislature.

Qualifications. No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

Apportionment. Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, according to their respective numbers,² which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.³ The actual

¹ The term of each Congress is two years. It assembles on the first Monday in December and "expires at noon of the fourth of March next succeeding the beginning of its second regular session, when a new Congress begins."

² The apportionment under the census of 1920 is one representative for every 242,267 persons.

³ The phrase "other persons" refers to slaves. The word "slave" nowhere appears in the Constitution. This paragraph has been amended (Amendments XIII and XIV) and is no longer in force.

enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative: and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three; Massachusetts, eight; Rhode Island and Providence Plantations, one; Connecticut, five; New York, six; New Jersey, four; Pennsylvania, eight; Delaware, one; Maryland, six; Virginia, ten; North Carolina, five; South Carolina, five; and Georgia, three.

Vacancies. When vacancies happen in the representation from any State, the executive authority¹ thereof shall issue writs of election to fill such vacancies.

Officers. Impeachment. The House of Representatives shall choose their Speaker² and other officers; and shall have the sole power of impeachment.

SECTION 3. SENATE

Number of Senators: Election. The Senate of the United States shall be composed of two senators from each State, chosen by the Legislature thereof, for six years; and each senator shall have one vote. [Repealed in 1913 by Amendment XVII.]

Classification. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year; of the second class, at the expiration of the fourth year; of the third class, at the expiration of the sixth year, so that one-third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any State, the executive¹ thereof may make temporary appointments until the next meeting of the Legislature, which shall then fill such vacancies. [Modified by Amendment XVII.]

Qualifications. No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

President of Senate. The Vice-President of the United States shall be president of the Senate, but shall have no vote, unless they be equally divided.

Officers. The Senate shall choose their other officers, and also a president *pro tempore*, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

Trials of Impeachment. The Senate shall have the sole power to try all impeachments: When sitting for that purpose, they shall be on oath or affirma-

¹ Governor.

² The Speaker, who presides, is one of the representatives; the other officers — clerk, sergeant-at-arms, postmaster, chaplain, doorkeeper, etc. — are not.

tion. When the President of the United States is tried, the Chief-Justice shall preside: and no person shall be convicted without the concurrence of two-thirds of the members present.

Judgment in Case of Conviction. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

SECTION 4. BOTH HOUSES

Manner of electing Members. The times, places, and manner of holding elections for senators and representatives shall be prescribed in each State by the Legislature thereof; but the Congress may at any time, by law, make or alter such regulations, except as to the places of choosing senators.¹

Meetings of Congress. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

SECTION 5. THE HOUSES SEPARATELY

Organization. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each house may provide.

Rules. Each house may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

Journal. Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy, and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Adjournment. Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

SECTION 6. PRIVILEGES AND DISABILITIES OF MEMBERS

Pay and Privileges of Members. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their

¹ This is to prevent Congress from fixing the places of meeting of the state legislatures.

attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

Prohibitions on Members. No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

SECTION 7. METHOD OF PASSING LAWS

Revenue Bills. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

How Bills become Laws. Every bill which shall have passed the House of Representatives and the Senate shall, before it become a law, be presented to the President of the United States; if he approve, he shall sign it, but if not, he shall return it, with his objections, to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration, two-thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each house respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Resolutions, etc. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

SECTION 8. POWERS GRANTED TO CONGRESS

Powers of Congress. The Congress shall have power:

To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes ;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States ;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures ;

To provide for the punishment of counterfeiting the securities and current coin of the United States ;

To establish post-offices and post-roads ;

To promote the progress of science and useful arts, by securing, for limited times, to authors and inventors the exclusive right to their respective writings and discoveries ;

To constitute tribunals inferior to the Supreme Court ;

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations ;

To declare war, grant letters of marque and reprisal,¹ and make rules concerning captures on land and water ;

To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years ;

To provide and maintain a navy ;

To make rules for the government and regulation of the land and naval forces ;

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions ;

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress ;

To exercise exclusive legislation in all cases whatsoever over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the government of the United States,² and to exercise like authority over all places purchased by the consent of the Legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings ; — And

Implied Powers. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.³

¹ Letters granted by the government to private citizens in time of war, authorizing them, under certain conditions, to capture the ships of the enemy.

² The District of Columbia.

³ This is the famous elastic clause of the Constitution.

SECTION 9. POWERS FORBIDDEN TO THE UNITED STATES

Absolute Prohibitions on Congress. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.¹

The privilege of the writ of habeas corpus ² shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder ³ or ex-post-facto law ⁴ shall be passed.

No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken. [Extended by Amendment XVI.]

No tax or duty shall be laid on articles exported from any State.

No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another; nor shall vessels bound to, or from, one State, be obliged to enter, clear, or pay duties in another.

No money shall be drawn from the treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

SECTION 10. POWERS FORBIDDEN TO THE STATES

Absolute Prohibitions on the States. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex-post-facto law, or law impairing the obligation of contracts, or grant any title of nobility.

Conditional Prohibitions on the States. No State shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net

¹ This refers to the foreign slave trade. "Persons" means "slaves." In 1808 Congress prohibited the importation of slaves. This clause is, of course, no longer in force.

² An official document requiring an accused person who is in prison awaiting trial to be brought into court to inquire whether he may be legally held.

³ A special legislative act by which a person may be condemned to death or to outlawry or banishment without the opportunity of defending himself which he would have in a court of law.

⁴ A law relating to the punishment of acts committed before the law was passed.

produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships-of-war, in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II. EXECUTIVE DEPARTMENT

SECTION 1. PRESIDENT AND VICE-PRESIDENT

Term. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected, as follows:

Electors. Each State shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of senators and representatives to which the State may be entitled in the Congress: but no senator or representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Proceedings of Electors and of Congress. [The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify and transmit sealed to the seat of the government of the United States, directed to the president of the Senate. The president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said house shall, in like manner, choose the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.]¹

¹ This paragraph in brackets has been superseded by the Twelfth Amendment.

Time of choosing Electors. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.¹

Qualifications of President. No person except a natural born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years resident within the United States.

Vacancy. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President; and such officer shall act accordingly until the disability be removed, or a President shall be elected.²

Salary. The President shall, at stated times, receive for his services a compensation which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Oath. Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States."

SECTION 2. POWERS OF THE PRESIDENT

Military Powers; Reprieves and Pardons. The President shall be commander-in-chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices; and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

Treaties; Appointments. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the senators present concur; and he shall nominate, and by and with the advice and consent of the Senate shall appoint ambassadors, other public ministers and

¹ The electors are chosen on the Tuesday next after the first Monday in November, preceding the expiration of a presidential term. They vote (by Act of Congress of February 3, 1887) on the second Monday in January for president and vice president. The votes are counted, and declared in Congress on the second Wednesday of the following February.

² This has now been provided for by the Presidential Succession Act of 1886.

consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

Filling of Vacancies. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

SECTION 3. DUTIES OF THE PRESIDENT

Message; Convening of Congress. He shall from time to time give to the Congress information¹ of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

SECTION 4. IMPEACHMENT

Removal of Officers. The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

ARTICLE III. JUDICIAL DEPARTMENT

SECTION 1. UNITED STATES COURTS

Courts established; Judges. The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation which shall not be diminished during their continuance in office.

¹ The president gives this information through a message to Congress at the opening of each session. Washington and John Adams read their messages in person to Congress. Jefferson, however, sent a written message to Congress. This method was followed until President Wilson returned to the earlier custom.'

SECTION 2. JURISDICTION OF UNITED STATES COURTS

Federal Courts in General. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority; — to all cases affecting ambassadors, other public ministers and consuls; — to all cases of admiralty and maritime jurisdiction; — to controversies to which the United States shall be a party; — to controversies between two or more States; — between a State and citizens of another State¹; — between citizens of different States; — between citizens of the same State claiming lands under grants of different States, and between a State, or the citizens thereof, and foreign states, citizens or subjects.

Supreme Court. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

Trials. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

SECTION 3. TREASON

Treason defined. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort.

No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Punishment. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture, except during the life of the person attainted.

ARTICLE IV. RELATIONS OF THE STATES TO EACH OTHER

SECTION 1. OFFICIAL ACTS

Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws, prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

¹ This has been modified by the Eleventh Amendment.

SECTION 2. PRIVILEGES OF CITIZENS

The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

Fugitives from Justice. A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall, on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

Fugitive Slaves. No person¹ held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

SECTION 3. NEW STATES AND TERRITORIES

Admission of States. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the Legislatures of the States concerned as well as of the Congress.

Territory and Property of United States. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

SECTION 4. PROTECTION OF THE STATES

The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion, and on application of the Legislature, or of the Executive (when the Legislature cannot be convened) against domestic violence.

ARTICLE V. AMENDMENTS

How Proposed; how Ratified. The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the Legislatures of two-thirds of the several States, shall call a convention for proposing amendments, which, in either

¹ "Person" here includes slave. This was the basis of the fugitive-slave laws of 1793 and 1850. It is now superseded by the Thirteenth Amendment, by which slavery is prohibited.

case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the Legislatures of three-fourths of the several States, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no State, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI. GENERAL PROVISIONS

Public debt. All debts contracted, and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

Supremacy of Constitution. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding.

Official Oath; Religious Test. The senators and representatives before mentioned, and the members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII. RATIFICATION OF THE CONSTITUTION

Ratification. The ratification of the Conventions of nine States shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in convention, by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America the twelfth.

In witness whereof, we have hereunto subscribed our names.¹

GEORGE WASHINGTON,
President, and Deputy from Virginia.

¹ There were sixty-five delegates chosen to the convention: ten did not attend; sixteen declined or failed to sign; and thirty-nine signed. Rhode Island sent no delegates.

APPENDIX

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NEW HAMPSHIRE	PENNSYLVANIA	VIRGINIA
JOHN LANGDON	BENJAMIN FRANKLIN	JOHN BLAIR
NICHOLAS GILMAN	THOMAS MIFFLIN	JAMES MADISON, JR.
	ROBERT MORRIS	
MASSACHUSETTS	GEORGE CLYMER	NORTH CAROLINA
NATHANIEL GORHAM	THOMAS FITZSIMONS	WILLIAM BLOUNT
RUFUS KING	JARED INGERSOLL	RICHARD DOBBS SPAIGHT
	JAMES WILSON	HUGH WILLIAMSON
CONNECTICUT	GOVERNEUR MORRIS	
WILLIAM SAMUEL JOHNSON	DELAWARE	
ROGER SHERMAN	GEORGE READ	SOUTH CAROLINA
	GUNNING BEDFORD, JR.	JOHN RUTLEDGE
NEW YORK	JOHN DICKINSON	CHARLES C. PINCKNEY
ALEXANDER HAMILTON	RICHARD BASSETT	CHARLES PINCKNEY
	JACOB BROOM	PIERCE BUTLER
NEW JERSEY	MARYLAND	
WILLIAM LIVINGSTON	JAMES M'HENRY	
DAVID BREARLEY	DANIEL OF ST. THOMAS	GEORGIA
WILLIAM PATERSON	JENIFER	WILLIAM FEW
JONATHAN DAYTON	DANIEL CARROLL	ABRAHAM BALDWIN

Attest: WILLIAM JACKSON, Secretary

AMENDMENTS¹

Religion, Speech, Press, Assembly, Petition. ARTICLE I. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for redress of grievances.

Militia. ARTICLE II. A well-regulated militia being necessary to the security of a free State the right of the people to keep and bear arms shall not be infringed.

Soldiers. ARTICLE III. No soldier shall, in time of peace, be quartered in any house, without the consent of the owner; nor in time of war but in a manner to be prescribed by law.

Unreasonable Searches. ARTICLE IV. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches

¹ These amendments were proposed by Congress and ratified by the legislatures of the several states, pursuant to the fifth article of the Constitution. The first ten were offered in 1789 and adopted before the close of 1791. They were for the most part the work of Madison. They are frequently called the Bill of Rights, as their purpose is to guard more efficiently the rights of the people and of the states.

and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Criminal Prosecutions. ARTICLE V. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war and public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

ARTICLE VI. In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Suits at Common Law. ARTICLE VII. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States than according to the rules of common law.

Bail, Punishments. ARTICLE VIII. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Reserved Rights and Powers. ARTICLE IX. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

ARTICLE X. The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Suits against States. ARTICLE XI.¹ The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against any of the United States by citizens of another State, or by citizens or subjects of any foreign state.

Method of electing President and Vice-President. ARTICLE XII.² The electors shall meet in their respective States, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President; and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the president of the Senate;—

¹ Proposed in 1794; adopted in 1798.

² Adopted in 1804.

the president of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted ; — the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed ; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote ; a quorum for this purpose shall consist of a member or members from two-thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed ; and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President ; a quorum for the purpose shall consist of two-thirds of the whole number of senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Slavery Abolished. ARTICLE XIII.¹ *Section 1.* Neither slavery nor involuntary servitude, except as a punishment for crime, whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Negroes made Citizens. ARTICLE XIV.² *Section 1.* All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States ; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, representatives in Congress, the executive or judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of

¹ Adopted in 1865.

² Adopted in 1868.

the United States, or in any way abridged, except for participation in rebellion or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a senator or representative in Congress, or elector of President or Vice-President, or hold any office, civil or military, under the United States, or under any State, who having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any State Legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each house, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Negroes made Voters. ARTICLE XV.¹ *Section 1.* The rights of citizens of the United States to vote shall not be denied or abridged by the United States, or by any State, on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Income Tax. ARTICLE XVI.² The Congress shall have power to lay and collect taxes on incomes from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

ARTICLE XVII.³ The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State Legislatures.

Direct Election of Senators. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, that the Legislature of any State may empower the Executive thereof to make temporary appointments until the people fill the vacancies by election as the Legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

¹ Ratified in 1870.

² Ratified in 1913.

National Prohibition. ARTICLE XVIII.¹ *Section 1.* After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the Legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Woman Suffrage. ARTICLE XIX.² *Section 1.* The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Section 2. Congress shall have power, by appropriate legislation, to enforce the provisions of this article.

VOTE IN THE STATES ON RATIFICATION OF THE CONSTITUTION

STATE	FOR	AGAINST	DATE
1. Delaware	Unanimously		Dec. 7, 1787
2. Pennsylvania	43	23	Dec. 12, 1787
3. New Jersey	Unanimously		Dec. 18, 1787
4. Georgia	Unanimously		Jan. 2, 1788
5. Connecticut	128	40	Jan. 9, 1788
6. Massachusetts	187	168	Feb. 6, 1788
7. Maryland	63	11	Apr. 28, 1788
8. South Carolina	149	73	May 23, 1788
9. New Hampshire	57	46	June 21, 1788
10. Virginia	89	79	June 25, 1788
11. New York	30	27	July 26, 1788
12. North Carolina	194	77	Nov. 21, 1789
13. Rhode Island	34	32	May 29, 1790

¹ Ratified in 1920.

² Ratified in 1920.

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